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ABSTRACT

The first program session, "Exercising Fair Use Rights in the '90s and Beyond," addressed the exercise of fair use rights, focusing on intellectual property management with special emphasis on the rights and perspectives of users, librarians, and educational institutions. The second session, "Organizational Change and Leadership," dealt with leadership and change. The next session, "Meeting the Challenges of a Culturally Diverse Environment," examined academic and research library responses to the challenge of a culturally diverse society and focused on effective initiatives being undertaken by academic and research libraries and the higher education community to bring under-represented minorities into the workplace. The final session, "Meeting User Requirements for Multi-Disciplinary Research," addressed the needs of scholars engaged in multi-disciplinary research. A report on ARL's activities, an attendance list, and an ARL membership list are appended. (JLB)

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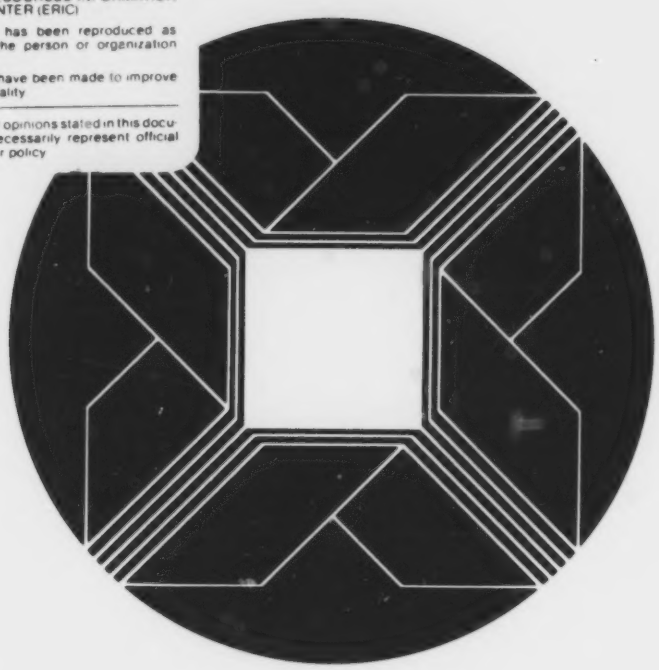

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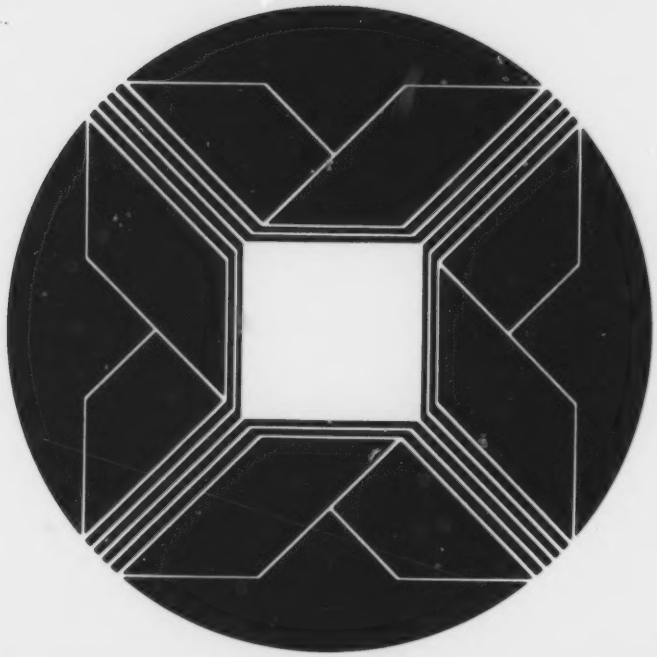

Charting the Future: Research Libraries Prepare for the 21st Century

121st Membership Meeting
Association of Research Libraries

Arlington, Virginia
October 21-23, 1992

Arthur Curley, *Presiding*

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Foreword

In 1992, the Association of Research Libraries marked its 60th anniversary. The occasion provided an opportunity to review accomplishments and acknowledge membership efforts that contributed to its success. Even as we recognized the value of celebrating the past, the focus of the program was on the future. As the twenty-first century nears, we recognize how critical it is to understand and influence the issues that will have the greatest impact on our ability to perform effectively. Four topics were chosen that represent key trends: intellectual property rights, organizational change and leadership, cultural diversity, and user requirements for multi-disciplinary research.

The first program session addressed the exercise of fair use rights. Changes in this arena will have a profound effect on the relationship between libraries, scholars, and the publishing industry. The session opened with a panel of presenters who focused on intellectual property management with special emphasis on the rights and perspectives of users, librarians, and educational institutions. They addressed issues such as the nature of copyright and its relationship to the exercise of fair use and the role of faculty and licensing agreements. Small groups had the opportunity to discuss the topic in depth with one of the presenters.

Leadership and change were the themes of the second session. This session built on an organized, profession-wide discussion of administrative and strategic approaches that could be effective in bringing about change in librarians' roles, responsibilities, attitudes, and knowledge. Brief presentations were made on the work of the past year by the ad hoc Strategic Vision Steering Committee, as well as on how the resulting vision statement has been embedded in the policies of a university library. This was followed by small group discussions to consider the role and approaches of library directors engaged in a transformation of the library organization.

The next program session examined academic and research library responses to the challenges of a culturally diverse society. It focused on effective initiatives being undertaken by academic and research libraries and the higher education community to bring underrepresented minorities into the workplace. The session opened with a presentation addressing the role of affirmative action in creating a multicultural environment. A panel of ARL directors reported on efforts within their own organizations. The session ended with a summary of nationwide efforts to recruit minorities to the library profession.

The final program session addressed the needs of scholars engaged in multi-disciplinary research. A recent initiative to establish single-source access to multiple, multi-disciplinary sources was described (for example, a proposal for a National Library for the Environment), followed by a response with strategies for extending and adapting library programs to meet such user requirements.

PROGRAM SESSION I

EXERCISING FAIR USE RIGHTS IN THE '90s AND BEYOND

INTRODUCTION

Arthur Curley
ARL President
Boston Public Library

MR. CURLEY: I feel very pleased to call to order the opening session of the 121st meeting of the Association of Research Libraries and to welcome our members and guests. I do want to share with you one action that took place at the Board meeting yesterday, and that is the election for the vice president/president-elect to succeed Susan Nutter. That vice president/president-elect is John Black, director of the University of Guelph Library.

It's also our tradition, and a pleasant one, to introduce and to welcome directors who are new to ARL, and for that purpose we've asked several of their colleagues to perform the introductions. For that purpose, may I call first on Charles Osburn.

MR. OSBURN: It's my pleasure today to introduce William C. Highfill, who is the University Librarian at Auburn University. As you may recall, at the 120th meeting of the Association, the membership voted unanimously to extend an invitation to Auburn University to become the 120th member. I've known Bill Highfill for a little over six years now. Bill is a native of Oklahoma. He got his Ph.D in Library Science at the University of Illinois and went to Auburn in 1973. Bill went there about 20 years ago and found what I imagine was a sleepy, fairly solid college library and transformed that into a very fine academic research library today. In addition to doing wonderful things at Auburn University, Bill has done a lot for the state of Alabama. He is a founding father, if I can say that, of the network of Alabama academic libraries, which in my view or in my experience is one of the most effective statewide library consortia in the United States.

MR. CURLEY: Thank you, Charles. Welcome, Bill. Next, I'd like to call on Marianne Scott.

MS. SCOTT: It's my pleasure to introduce Margot Montgomery, the director-general of the Canada Institute for Scientific and Technical Information. Margot has had a very interesting and varied career in librarianship. She started off in public libraries, then she became the director of the resource center of Algonquin College in Ottawa. This was followed by a very exciting and interesting stint in our Library of Parliament, where she was the head of information and technical services, and almost a year ago she took on the challenge of the Canada Institute for Scientific and Technical Information in Ottawa. Margot has always been very active professionally. Now her passion and interest is scientific and technical information and the fast, efficient delivery of same, and I know you are all going to enjoy getting to know her and working with her.

MR. CURLEY: I call on Emily Mobley, please.

MS. MOBLEY: It gives me great pleasure to introduce my colleague from the Big Ten, Ken Frazier of the University of Wisconsin, who was "made legal" June 1 of this year. Ken, as you know, was acting director at Wisconsin for a while and before that was director of the Ag Library. He calls himself the Colin Powell of the University of Wisconsin, and I might say, if you do as well as Colin Powell, you will do very well indeed. He graduated from Kansas as a philosopher and received his library degree from Denver. One of the things he told me is that it's great to be a director of research libraries at this time, it's exciting, and he's glad to be here — well, he is new.

MR. CURLEY: Welcome to all of you. There are a few other guests with us whom I'd like to ask to stand, if they are here this morning. Joe Boisse?

MR. BOISSE: It gives me great pleasure this morning to introduce someone who has been a professional colleague for 20 years, someone whom most of you already know and many of you know very well — Carla Stoffle from the University of Arizona. Carla and I began working together at the University of Wisconsin-Parkside 20 years ago, and at that institution she had a very illustrious career, moving from reference librarian to department head through assistant director of the library into senior campus administration as assistant chancellor for academic support services, which included traditional student services but also the library and the computing facility. She went from there to the University of Michigan, where she served as deputy university librarian for several years before moving on to the University of Arizona about a year ago. Many of you know Carla from her many, many writings and also from the talks that she has given at various conferences for the past two decades. Those of you who are active in the American Library Association know that she has just completed a very distinguished four-year term as treasurer of that ungovernable organization.

MR. CURLEY: Many of you recall, as I do fondly, the meeting that we attended in York a number of years ago with friends and counterparts in SCONUL, the Standing Conference of National and University Libraries in the U.K. We are very fortunate to have with us here this week four representatives from SCONUL, and I would like to ask them to stand: Michael Hannon from the University of Sheffield; Fred Friend from University College, London; Jeffrey Ford, Bristol University; and Gillian Penalow from the SCONUL headquarters. Welcome, all of you. We are delighted to have you with us.

In this an election year, we have a couple of elected officers among us. We are very pleased to welcome Jacqueline Mccoy, who is the president of ACRL, the Association of College and Research Libraries. While he is here in his capacity as one of us, Bob Wedgeworth is also, as you all know, the president of IFLA. We have some other guests, so I will announce them, and if they are here, please do stand: Tom Delowry from *The Chronicle of Higher Education;* Walter Eggars, Provost and Vice President for Academic Affairs at the University of New Hampshire, who serves also as chair of the library committee of NASULGC, the National Association of State University Land Grant Colleges; also expected are Richie Thomas and Susan Neuberger Weller from the law firm Squire, Sanders and Dempsey, the law firm representing ARL. They are here to contribute to today's session on fair use.

A few more announcements, and we'll get on to the real reason that you are here. Every presiding officer must call attention to the attendance book. I trust it is making its way among you. Please do to it whatever seems appropriate. There are also evaluation forms, I mention with some trepidation. Those are at the desk if you choose to be in an evaluative mood. I want to mention that the ARL business meeting will take place this afternoon at 3:45 p.m. in the Decatur/Farragut rooms. That session will include elections to the Board of Directors and discussion of the 1993 dues proposal. Now, to our real reason for being here.

The program at this session is designed to encourage directors to discuss the issues that are going to be most critical to the success of our enterprises, as we leave this century and move into the next. This morning we have scheduled a session on the exercise of fair use, an issue at the heart of scholarly communication. This afternoon we'll be examining options for fundamentally re-thinking the nature of librarianship and the role of librarians in society. Tomorrow morning we begin, with a panel of colleagues from SCONUL whom we just welcomed, to provide an overview of issues and trends in British academic and research libraries. This will be followed by a presentation and panel of peers, focusing approaches to cultural diversity and minority recruitment in academic and research libraries. The morning will end with a panel reviewing issues and options of services to multidisciplinary users.

We hope this structure provides ample opportunities for you to express your views, to engage in dialogue with your colleagues, and to maintain awareness of activities in the broader arenas in which we operate. I should mention that there is today the federal relations update

luncheon, which is by now a tradition. Fred Weingarten, executive director of the Computing Research Association, will address the audience at 12 noon in the Dewey Room. All members and guests are invited and most welcome to attend.

Tonight, we're very pleased to host the 60th anniversary celebration of the Association, including a cocktail reception and banquet here in the hotel. This will be an opportunity to welcome back former colleagues and to celebrate the Association's accomplishments over the past six decades. While it would be a delight to introduce now the attending retired or transported former ARL directors, this will be part of the highlights of this evening's events, which Elaine Sloan and her committee have engineered. As of my last count, there are 22 of our former colleagues among us, making this, for many of us, truly a special gathering. At the banquet, David Stam, director of libraries at Syracuse University and a member of Elaine's 60th anniversary committee, will give a special presentation touching upon elements in our history.

Tomorrow's session does start a little early. Presidents have very little power — I'm sorry, this was something I couldn't change. It starts at 8 in the morning in the Decatur/Farragut rooms, with a special panel of our colleagues from SCONUL. We simply have so much we're trying to pack into these sessions that starting later became an impossible possibility. At this point, with relief and pleasure, I want to turn the program over to Scott Bennett, who is chair of our program entitled "Exercising Fair Use Rights in the '90s and Beyond." This is an opportunity to consider strategic initiatives that ARL could take on copyright issues; in particular, the topic before us this morning, fair use.

PANEL DISCUSSION

Scott Bennett, Moderator
Johns Hopkins University

L. Ray Patterson
University of Georgia

Laura Gasaway
University of North Carolina-Chapel Hill

Graham Hill
McMaster University

Paula Kaufman
University of Tennessee

MR. BENNETT: Thank you, Arthur, and good morning. When I was thinking about this program, I turned for strength and inspiration, as I so often do, to the motto of my undergraduate college, which is "learning and labor." The message this morning is that we will do some learning and then some labor.

The purpose of the meeting really is twofold. One is to share information with one another and to become better informed about a key issue that is shaping our future, copyright and fair use. The other purpose this morning is, together, to begin to shape an Association policy action program on this vital issue, and that's the labor part. I'll return after our presentations to give you some instructions about how we will labor, but I don't want to upset your learning by doing that prematurely.

It does seem that, in this litigious age, we have heard and seen a lot about copyright, and from one point of view, it seems to me that the litigation really is about what the students in our universities, the faculty, and we as librarians cannot do. In such an environment, it could appear that the copyright law protects publishers and authors so well that it is, in fact, inimical to readers and a nuisance for library managers. One need only step back from the tangles of the immediate difficulty, however, to see how decidedly the opposite is true: copyright law protects and sustains us in fundamental ways. This is hardly surprising, given that copyright law and modern libraries spring from the same enlightenment spirit. Both are rooted in the conviction that knowledge is power and that power must rest in the hands of the people.

Now there is no uncertainty about the linkage between knowledge and power. For most of human history, knowledge and the libraries that organized knowledge were closely held as instruments of state and ecclesiastical power. From the ancient libraries of the tax collectors to monastic libraries to the royal libraries of Europe, libraries have held the information needed to govern. Radical change for libraries came only about 200 years ago, with the eighteenth-century vision that the common good might be secured by the broad diffusion of knowledge. This democratization of knowledge and the power of knowledge both are happily framed, for our purposes, by the 1710 Statute of Anne and by the 1789 copyright clause of the United States Constitution. Though they reflect quite different historical circumstances, both assert public authority over intellectual property, and both advance learning as a public good.

The notion of libraries as a public good, the very notion, indeed, of a public library, took root in the eighteenth century and grew to its first full flowering in the nineteenth century. Libraries and the knowledge they held became less and less the preserve of the privileged few. More and more they came to be managed for the common good and as instruments of democratic

self-government. Libraries and the power of knowledge they reserve to the people are particularly powerful expressions of the Jeffersonian tradition in our culture.

Because copyright and libraries share the same historical roots, it's no surprise that copyright law is fundamental to the day-to-day management of libraries. The operational ability of libraries to foster free speech, for instance, is rooted in the constitutional purpose of copyright and, specifically, in the subordination of proprietary rights and intellectual property to the advancement of knowledge. Similarly, our ability even to circulate library material depends upon the implicit rights of access and personal use assured by the copyright and on explicit limits on the publisher's control of secondary markets in intellectual property.

Our purpose today is not to explore the shared historical roots of copyright and modern libraries, but rather to talk about the most contentious of copyright matters: fair use. My purpose in introducing this is only to remind us that fair use is contentious precisely because it is the primary means by which we regulate the historic tension between knowledge as private property and as public good. Four speakers will shape this morning's discussion. It is my privilege and a very great pleasure to introduce them in not quite the alphabetical order in which you see them in your program.

Let me begin with L. Ray Patterson. Ray is the Pope Rock Professor of Law at the University of Georgia. He has studied at Mercer, Northwestern, and Harvard Universities. He has taught at Mercer, Vanderbilt, Emory, Duke, the University of Tennessee, and now, of course, at the University of Georgia. He is admitted to practice in Georgia, Tennessee, the Sixth and Eleventh circuits, and before the Supreme Court. His 1991 book on the nature of copyright, written with Stanley Lindberg, is his second on copyright. His other abiding professional interest is in legal ethics. Let me turn the meeting over to Ray now, with a suggestion that we hear from him and the other three speakers before we turn to general questions at the end of the session. Thank you.

MR. PATTERSON: It is a pleasure for me to be here this morning to talk with such a very distinguished audience about copyright. That is a topic that I have been studying for the past 30 years, and my ideas have not been well received by the copyright industry, so to speak. So it is a pleasure to talk with an audience who may lend me a more sympathetic ear than copyright owners do. The problem is that I insist on going to copyright fundamentals and trying to make sense of copyright law.

I'm reminded of a comment by Justice Storey in the famous case of Folsom against Marsh, where he promulgated the fair use doctrine in which he characterized copyright as the metaphysics of the law. And the fair use doctrine that he promulgated has been characterized as the most troublesome in the law of copyright. One of the most perceptive comments, though, is that the natural tendency of the holders of legal rights is to express those rights in absolute terms, and this tendency has been particularly pronounced in the history of copyright. To make my point, the *New Yorker*, in the November 1990 issue, carried a cartoon that was a picture of a dot, and the caption reads, "Note, no part of this drawing may be reproduced, stored in or introduced into a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without prior written permission, except in the case of brief quotations embodied in critical articles and reviews." That is the view of copyright that the copyright owners take and that they want you to take.

The problem is that we have left to the copyright owners the task of telling us what copyright is and what fair use means, and the copyright industry currently, I am convinced, is embarked on a carefully planned campaign to do away with the fair use doctrine and ultimately to do away with free libraries in this country and substitute lending libraries. That sounds like an extreme thing to say, but believe me, I know what I am talking about. And if you stop and consider the Copyright Clearance Center, which is in the business of licensing persons for reproducing articles, you will get a sense of what I mean. The problem is ignorance, and you in your position are in the best position to put a stop to what I consider a very disturbing trend.

I think the first task that you have is to educate yourselves about copyright law and fair use, and then the task is for you to educate others about what copyright means and the

doctrine of fair use. I'd like to give you a brief summary of the type of thing that I'm talking about. First of all, you should start with the copyright clause in the Constitution. The copyright clause contains three basic policies. There is the policy of the promotion of learning. There is the policy of the protection of the public domain because of the limited time provision, and this is the policy that the copyright owners are trying to defeat. And thirdly, there is the protection of the author whose exclusive right Congress can secure.

The current copyright statute in effect, the 1976 act, has some 78 sections that contain rules. When you start relating these policies directly to the rules, you have difficulty, because the policies are so broad and the rules are so narrow that you have an intellectual gap. And of course, the copyright owners do not want you to relate the policies to the rules, because once you do, their interpretation of the rules is defeated. But if you look at the problem carefully, you will see that, in addition to policies and rules, there are certain copyright principles that bridge that intellectual gap.

I have identified the four copyright principles that are very important. One is the limited grant principle. That is that copyright is the grant of a limited statutory monopoly. Notice the difference between saying that and saying copyright is the property of the author. The view that copyright owners want to perpetuate is that copyright is the property of the author. Therefore, when you are copying a copyrighted work, you are taking the author's property. That's a good example of "if you tell a lie and it's big enough and repeated long enough, people will begin to believe it." And people do tend to believe that copyright is the property of the author, when in fact it is the grant of a limited statutory monopoly.

The second principle is what I call the separation principle. There is a distinction between the copyright and the work. If you can accept that distinction, you see a difference between the ownership of the copyright and the "ownership" of the work. The importance of this point is that if there is a distinction between the two, then there is a difference between using the copyright and using the work. Now, what the copyright owners want the courts to say and want you to believe is that every time you use the work you are, in fact, using the copyright. That is, if you make one copy of a copyrighted article, you have used the copyright. Well that just isn't so. You are using the work.

The third principle is what I call the primary market principle; that is, the author or copyright owner can control the work only for the primary market. The right of control does not extend to the secondary market. A Supreme Court case put it very well when it said that the copyright owner cannot qualify the title of the copy that is sold. Here you can see where the Copyright Clearance Center is part of a plan to develop a secondary market to control the use of copyrighted works, which is wholly contrary to the copyright clause of the Constitution.

Finally, you have what I call the accessibility principle, the policy that copyrighted works be accessible to members of the public. This policy was expressed up until the 1976 act by the requirement that a work be published in order to obtain a copyright, so the publication of the work ensured accessibility. There was one minor exception to that, which is not relevant, but today, of course, copyright no longer requires publication, and the accessibility principle becomes very important.

I contend that these four principles have been actually codified in the 1976 act. Of the 78 sections in that act, there are four that are what I call the core copyright sections: sections 102, 103, 106, and 107. Section 102, of course, is the subject matter of copyright; 103 is compilations and derivative works; 106 is the grant of rights; and section 107 is fair use. I will discuss very briefly section 106, the grant of rights section.

Section 106 grants five rights: the right to reproduce in copies, the adaptation right, the public distribution right, the public performance right, and the public display right. The key here is what is the scope of section 106-1, the reproduction right. The copyright owners want you to believe that it is an absolute right, that any time you make a copy you are infringing on the copyright owner's right. Well, if you analyze that section carefully, that just cannot be so. For one thing, section 107 says that the fair use of a work may include copying and the fair use of a work is not an infringement. But you should be aware that you reproduce copies in order to distribute them and the right of a copyright owner is to distribute the copies

publicly. So if you say that the right of the copyright owner to reproduce is absolute, independent of public distribution, you negate the limitation on the copyright monopoly that the public distribution right enforces.

That is an example, I think, of the kind of analysis that we need to apply to the copyright statute and the type of thing that you need to educate yourselves with, because as I say, this group is the only group, as I see it, that can stand up to the copyright industry and say, "wait a minute, we've got to interpret the copyright act in an intelligent way to the benefit not only of authors and publishers, but also to the public and the users of copyrighted materials, as well. I thank you very much.

MR. BENNETT: Thank you, Ray. Let me now introduce Laura N. Gasaway, director of the law library and professor of law at the University of North Carolina, Chapel Hill. Laura studied at Texas Women's University and the University of Houston. She has held a number of law library positions at the University of Houston and at the University of Oklahoma. She regularly teaches, writes, and speaks on intellectual property and on gender-based discrimination.

MS. GASAWAY: I am delighted to be here this morning and to see many old friends and to have met some of you. My job is to talk about some of the recent litigation that relates to these issues, and I'm going to be talking about four cases. I don't think any of these are probably new to you, but being a compulsive librarian, I wanted to make sure you had the full citations. I wear the compulsive nature of librarianship proudly. I tell everyone that about myself.

The *Basic Books, Inc. v. Kinko's Graphics Corp.* decision is really the case that highlighted section 107 of the copyright law and commercial production of course packets. All of you know about this case because it has been all over the news, so I'm not going to tell you much about the case, but I want to talk about its impact in academic libraries. There is some interesting language in the case that I would like to review, some of it just because I think it's funny, but some of it because it's something we need to watch as far as further developments. Sometimes I wonder how the attorneys representing Kinko's could keep a straight face as they did some of the arguments.

You remember one of the arguments they made was that their photocopying for course packets was fair use because it was for educational purposes, and the court said, "Now wait a minute, it's educational purposes when it gets in the hands of the user, but for Kinko's, it's purely commercial." I think I would have had trouble making that argument, but the second one the attorneys made is just plain funny. They said that the course pack copying really stimulated the students; it whetted their appetite to read more things by the author. And I thought, I don't know where these people went to school, but I don't remember ever wanting to read more from an author than I had to in a class. So I thought that was pretty cute.

The other thing that I think as librarians we need to watch is language where the judge said that the notion that out-of-print books may be more freely copied is wrong. She says there is greater protection for out-of-print books, since photocopy royalties may be the sole revenue for the copyright owners, thus increasing the need for users to seek permission and pay fees. This was just the Southern District of New York, but that is a very important court, especially in literary copyright cases. I think that is some interesting language, because we have tended to think that out-of-print works gave us greater rights to reproduce the work, and maybe it does, but at least be aware that this judge is talking about perhaps fewer rights. *Kinko's* will not be appealed. Part of the settlement was $510,000 in damages and $1.36 million in attorneys fees.

The next case I want to talk about is *Pasha Publications, Inc. v. Enmark Gas Corp.*, a case that you may not have heard about. It didn't really hit *The Chronicle of Higher Education*, but it is a case that involved a Virginia corporation that publishes newsletters and a gas company that did cover-to-cover copying each week from the newsletter. This case decided an issue that I had been watching very closely that got settled, *Collier, Shannon & Scott*, which was a law firm sued for the same kind of activity. The case says very clearly that

regardless of the number of photocopies reproduced, repeated unauthorized cover-to-cover copying constitutes copyright infringement.

The other thing you may not know unless you have actually looked at some of these newsletters is that the Newsletter Publishers Association has encouraged its members to offer a bounty, sometimes a reward as high as $2,000, for any employee who will turn in their company or library for doing cover-to-cover copying of newsletters, and that's how both *Collier, Shannon & Scott* and *Enmark Gas* were turned in. So, it can be a former employee, a disgruntled employee, or a current employee.

Now you may ask why I raise this case with academic librarians. After this decision was handed down, I was talking to one of my librarians, who said, "Oh, no!" I said, "What do you mean 'oh, no'?" And the librarian said, "We've been doing cover-to-cover copying of a newsletter each week for one of our faculty members. He didn't ask for it, but he's always so slow to get everything back for binding that we thought this was a good solution." You may want to do a little checking on that in your own institutions. Needless to say, we stopped doing that right away.

The big case that we've all been aware of, of course, is the *Texaco (American Geophysical Union v. Texaco)* decision, and it, along with *Kinko's*, is summarized in the materials that Ken Crews prepared for you. The *Texaco* decision was limited to section 107 fair use and to for-profit companies, but there are a couple of interesting things there for academic libraries. Remember, this involved a scientist copying eight articles which were found in his files. Shocking! For his own research within Texaco. Again, a Southern District of New York judge, who we thought ought to know better, because he wrote an important article on fair use in the *Harvard Law Review*, but somehow he got this one really wrong. He found that this type of copying was not fair use, because Texaco is a for-profit company, and any copying by a research scientist is ultimately for commercial purposes. What I think is interesting here is that even the Copyright Clearance Center admits there are some fair use rights in the for-profit sector. The CCC does not know exactly what the scope of these rights happens to be, but there are fair use rights in the for-profit sector. This case appears to eliminate those rights.

The second thing we need to think about in academia is how do we distinguish scientists in the university who are working under grants from for-profit companies? We're beginning to do more and more private company-supported university research. Is it going to be determined that the ultimate goal of their research is for-profit because the work will go back to the company to benefit the company? I don't know, but we need to at least be aware that there is some possibility there.

The main thing I want to talk about with *Texaco* is some language the judge threw in as *dicta* right at the end. He said that this was a 107 fair use case, but let me speak to 108, the library section. I'd like to say, Ray, we think section 108 is one of the core sections, too, that deals with libraries. The judge said that section 108(a) limits libraries to making copies that are made without direct or indirect commercial advantage, but because Texaco is a for-profit company that means it was for commercial advantage. This is against all the legislative history that really talked about the sale of copies, making a profit on copies, not what the ultimate user's purpose might be for research. That was very interesting and, I think, a little bit frightening. Then the judge said section 108(d) permits the making of no more than one copy for a user. Well, we all know that, but the judge defined the user as Texaco, not the individual scientist. Pretty scary stuff.

Criticism of this case is rampant. I think it was just absolutely wrong, and I think many other people do, too. For one thing, an argument could be made that it's very similar to the *Sony Betamax* case, where the home use videotape was for time shifting. That's what the scientist was doing, too, time shifting. I think we do need to know that, of course, *Texaco* was limited to the profit-seeking world, but that little bit of language on 108 was not something we did not expect.

Feist Publications, Inc. v. Rural Telephone Co. is a case that, on first blush, you'd think has nothing to do with academic libraries. This was the case last year where the U.S. Supreme Court held that compilations, such as white pages of phone books, were no longer

copyrightable. They had been in the past, but the court said there is not sufficient originality in an alphabetically arranged phone book to permit copyright claims by the phone companies. Well, that wasn't too frightening when we first heard it; it seemed to make a lot of sense. The only impact I saw was when I began to get some calls from associations about their membership directory and whether it would be copyrightable, and we thought about librarians who produce reference works that are fact compilations of different types and what one needed to do to ensure originality. Originality in compilations normally comes from the selection, organizing, and arranging of the data. So, I guess we have to forget about alphabetical arrangements. We have to do something a little more creative than that.

That didn't seem too bad, but just recently the American Medical Association directory has come out and refers to *Feist*. If you are going to get the AMA directory this year, you have to sign a license agreement. They tell you that, because of *Feist*, AMA attorneys are not sure the directory is copyrightable; therefore they are going to protect it by a license agreement as opposed to copyright. The agreement says that this really means that you are not going to copy it, that you are not going to transfer some of the entries to anyone. This is a hard-copy directory. We're not talking about anything even online, and I don't know whether this is a trend, but it is the first one I've seen that is going to require you to sign a license agreement before you can use a hard-copy directory.

The overall impact of some of these decisions is that we're beginning to see copyright notices that purport to claim greater rights than the Act provides. I did bring one from law because that's what I'm the most familiar with. The National Institute for Trial Advocacy is sending out a notice to customers that actually is a pretty good one. Many publishers are beginning to announce what they believe their rights to be. I'm not sure this one is wrong, I'm just pointing out that we're going to start seeing a lot more of these notices, and we probably need to make sure that it's not just the people in acquisitions who see these notices. They need to get forwarded up the line so directors have some chance to look at them. This type of notice is going to be very important, and we must pay attention.

The other thing we need to be very careful about is to recognize that not all of our activities may be within fair use. For example, if we run commercial document delivery services within the library, we had better separate out those activities and recognize that we may need to pay royalties on them. The other thing that I want to point out is these forms on use of overseas document delivery services from the Association for American Publishers. These first went to companies in the for-profit sector. I know of some law firms that received these. There are now academic libraries receiving these.

Note the second paragraph. "As you know, use of photocopies to fill requests for journal articles and other serials and portions of books requires the permission of the copyright holder." Wrong! Wrong! But just be aware of the kinds of stuff you are getting from the AAP. Now, what happens when you complete their form, when they start asking you these questions? ARL may want to develop a response that all of us would use for this — something that says this library complies with the 1976 copyright and does no copying in excess of fair use, something like that — instead of completing these forms.

The last thing I want to mention is one response to this type of activity that we're beginning to develop in the Triangle Research Libraries Network. TRLN has a task force that is working on a model form for authors. This appears in the most recent ARL newsletter (see *ARL 164*, p. 9). There are two particular paragraphs to show you. The first one says, basically, that all rights belong to the author except the right to publish and distribute in this one publication. Let me point out that not all publishers are opposed to this. There are some who have been doing this all along. Scholars Press, Jerry Campbell tells me, has been doing it; *Law Library Journal*'s copyright release has always looked like this for the last 10 years or so. Associations first just copied commercial publishers' copyright releases, which they didn't need to do, and so we want to help authors recognize there are other ways to handle this. Indirectly, it may have an impact on journal prices, if we can ensure that it goes into association journals that give more rights to the author at the institutions.

My primary interest, since I'm not in science and technology where journals are so expensive, is this last part. This would appear on every journal and says the author retains the right but grants permission for noncommercial reproduction for work in education. This is the anthology permission. We're getting a lot of response back on this form. We would appreciate your response. Most librarians have liked it, and many publishers, of course, have hated it. We do need to alter it in some way. We could make it better, so we welcome your response on it to see if we can develop something that will help academic libraries and authors along the track of recognizing educational uses. Thank you very much.

MR. BENNETT: Thank you, Laura. Next Graham Hill will describe the somewhat different but, of course, no less contentious state of copyright in Canada. Graham you know as one of us. He is university librarian at McMaster University. He studied at the Universities of Newcastle Upon Tyne, Lancaster, and Western Ontario. He first came to McMaster University more than 20 years ago, holding various positions including that of associate librarian for collection development. Graham writes about and involves himself professionally in a wide range of library issues. Among these were his service in 1988 on Canada's Department of Communications consultative committee on the library uses of copyright.

MR. HILL: Thank you very much, Scott. When my wife has difficulty getting to sleep at night, she asks me to bring her up to date about developments in Canadian copyright. Her request never ceases to amaze me for the revision of copyright law in Canada has all the elements on which the popular press relies to sell its wares: jingoistic nationalism, lubricated politicians, bureaucratic ineptitude, starving artists, and corporate greed. As the interplay of these elements has occurred over an extended period of time, I will begin with the principal events that have brought us to our present state of legal limbo.

The first major revision of the Canadian Copyright Act in more than 60 years occurred in 1988. The passage of legislation that year was the culmination of more or less systematic efforts begun several years earlier, when the governing Liberal Party had issued in 1984 a white paper on copyright law revision, which drew upon many reports and studies that had littered the land over the previous decade. The change of government after its publication resulted in subsequent official reference to that paper as a "document that did not necessarily embody government policy." An all-party subcommittee then dominated by the governing Progressive Conservative Party, therefore, spent most of 1985 preparing a report that was subsequently published under the title *A Charter of Rights for Creators*. The title says it all.

It is worth noting some of the key purposes that the subcommittee saw in its task, for these created the environment in which copyright law and its attendant mechanisms were subsequently changed. The subcommittee reported having received more than 300 written briefs and hearing a wide variety of testimony from 111 witnesses, including poets, artists, librarians, publishers, the handicapped, cable television operators, broadcasters, and computer companies. Indeed, everyone, it seems to me, except magicians and table dancers.

The first and overriding objective that the politicians identified, as they set about revising the law, was to give more emphasis and reward to creative activity. Principal among the other objectives were the clarification and extension of the moral rights of a creator and the recognition of the importance of cultural enterprises. The report went on to state the committee's conviction that a symbolic statement about rightful place of creators in Canadian society would have meaning only if that symbol were reflected in the income-earning potential of individual authors, composers, and performers.

While I support a strong and distinctive culture in Canada, I do not believe that copyright law is the proper instrument with which to pursue a political agenda and muddled attempts at social engineering. As Samuel Johnson might have said, they had but one idea, and it was the wrong one. My view, therefore, is that the revision process got off on the wrong foot. But all was not lost, and indeed, there was some cause for hope when the original intention to introduce an omnibus bill to revise the original 1924 act was abandoned and a more studied process was undertaken, if only by default. Optimism withered, however, as free trade

negotiations, major taxation reforms, and yet another round of the perennial constitutional debate loomed into view. In the event, legislation would be divided into two parts, known as phases I and II.

Phase I was proclaimed into law in June 1988 and dealt with six categories of copyright. Computer programs were, at long last, brought under the protection of copyright. Commercial piracy sanctions were substantially strengthened. The relationship between copyright and industrial design was clarified. The concept of moral rights was added to the property and economic rights of the creator. The Copyright Board was restructured and strengthened as an *administrative tribunal*. And lastly, legislative provision was made for the establishment of creative publisher collectives that could act for rights holders without offending the Competition Act.

Some of these measures were universally agreed to be long overdue. The extension of copyright protection to computer programs, for example, brought Canada's legislation into the twentieth century. But this first phase was at best only half a law, because it dealt only with the rights of the creators and publishers or distributors and not with the rights of users of intellectual property. The public good requires the copyright to be equally supported by the interests of three groups — creators, publishers, and users — the three legs of a stool, as it were. If you have ever tried to sit on a two-legged stool, your experience would approximate the present situation of the Canadian information user. "Don't worry, we'll get to work right away on designing the third leg," the government seemed to say. "Just use the two-legged stool for the time being."

Well, the government did begin work on Phase II amendments by establishing two consultative committees early in 1988, one to address educational uses of copyright, and one to focus on uses by libraries. These groups brought creators, publishers, and users face to face. As I recall the meetings, there were about 30 people on each committee who were surrounded by a gallery full of legal groupies and other assorted hangers-on. The academic library representatives on the library uses committee faced a difficult task. The committee was made up of representatives from 16 stakeholder organizations. What became known as the creator group consisted of representatives from organizations such as the Writers' Union, the Periodical Writers' Association, and the Canadian Authors' Association, all of whom seemed unable to understand that scholarly communication and the research use of libraries went beyond the copying of articles from *Time* magazine.

The tenor of these meetings may be gathered from what happened when the idea was put forward that, in exchange for acceptance by the creator group of a legislative exception for a single copy of a periodical article for research or private study purposes, the government might extend the existing payment for public use scheme to cover periodicals. The response from the creator group was negative, to say the least. Never would they give up a right in exchange for a government hand-out. The language they actually used was more robust and colorful, for as far as they were concerned, the sole purpose of copyright legislation was to guarantee to creators their rightful economic place in society.

Their alliance with the publishers was natural, if naive, in the light of the aid and comfort they received from that quarter. This cycle of consultative meetings concluded with the publication of a set of educational and library provisions for inclusion in the second phase of legislation. The main exceptions for libraries were that librarians would be allowed to make a copy of a work without the payment of a royalty in the following circumstances: to replace a damaged or deteriorating work, to preserve a work, or to provide an out-of-print work for a library. Additionally and more importantly, an individual would be able to make a single copy of a periodical article for private study or research of a scientific, technical, or scholarly nature without infringing the copyright.

This published consensus, and especially this last provision, was an important achievement for the Canadian research and library community. To appreciate the degree of its importance, it is necessary to understand, first, that existing Canadian law states that copyright is infringed when a work or any substantial part of it is copied and that fair dealing is available only as a defense against what otherwise would be an infringement of copyright.

Specifically, the statute says that the act of fair dealing with any work for the purposes of private study, research, criticism, review, or newspaper summary is not an infringement of copyright, but neither substantiality nor fair dealing have been tested or interpreted by the courts, and users have therefore moved to fill this vacuum under the color of a fair use right. It is, however, very clear that the legislation does not provide such a fair use right. It provides only for the defense of fair dealing in the event of prosecution and not advance statutory authorization.

The government's legal experts proposed in 1988 to amend the law to include such statutory authorization by defining fair dealing specifically to include the copying of a periodical article for the purposes of private study or scholarly research. Canada would thus join the United States, the United Kingdom and Australia, and more than 30 other countries whose copyright legislation contained such a provision. There is now much infructuous speculation and collective hand-wringing in the Canadian research community over the fact that, although this consensus on Phase II was reached over four years ago, no legislation has yet been introduced into Parliament. Perhaps our Prime Minister has been distracted by the publication of opinion polls earlier this year that revealed that he has the support of just 14 percent of Canadians, while some 16 percent believe that Elvis Presley is still alive.

Since the passage of what might be called the creators' phase of the legislation, Canada's counterpart to the Copyright Clearance Center, called CanCopy, has been actively attempting to negotiate licenses with various levels of government and with the educational sector and has sought and, in some cases, concluded reciprocal agreements with other collectors, including the CCC. One of CanCopy's first priorities was to negotiate with the provinces to license copying in the public schools. Although the collective has in each case pressed for a sampling and reporting protocol, its first agreements with the Ministry of Education in the provinces of Ontario and Manitoba granted blanket licenses in exchange for a lump-sum fee, which worked out to $1 per student. The negotiation between CanCopy and the Canadian universities is being conducted through the Association of Universities and Colleges of Canada. This association — essentially the counterpart of the AASCU — is negotiating a model license that, when agreed, would be recommended to member institutions for individual negotiation.

It is almost exactly one year since this negotiation began, and for much of the time, the positions of the parties have remained polarized. In the commercial sector, CanCopy earlier this year concluded full reporting licenses with a few copying shops and a microformat publisher. The progress that CanCopy has made over the past four years in negotiating licenses has been neither as fast or expensive as they wanted or boasted that it would be. International reciprocal agreements were slow to materialize, their repertoire was and is an enigma, and a general state of disarray has affected the CanCopy operation from time to time. If, then, the CanCopy stream of activity has ebbed and flowed between torrent and trickle, it is difficult to detect even a trace of moisture in the legislative stream.

For the last four years, many reasons and rumors have been bruited about to account for the manifest lack of parliamentary progress. Most of these were hopefully fatuous, such as the absence, on long-term disability, of the French-language legal translator. But the simple truth is that further revision to the copyright law has not been a priority on the political agenda. Thus, in March this year, when the government announced the final drafting stage of Phase II amendments and its intent to table a new bill in the fall of 1992, many people experienced what is euphemistically called the credibility gap. The government also announced the creation of a new consultative committee.

One has to wonder whether, for Canadian politicians and bureaucrats, consultation takes the place of sex. This committee that has, so far, met only once, comprises about 150 people representing some 100 different Canadian stakeholder organizations. Comments on policy will not be entertained, merely comments on workability and enforceability of drafted language. The sound of 100 axes being ground is unmistakable.

The bill is now projected to appear in March of next year. The negotiation of licenses and the revision of legislation intersect insofar as the creator publisher group hopes that, by obtaining a significant number of license agreements, it will be able to demonstrate to

government that a defined, fair-dealing right is superfluous. The universities, indeed all educational sectors, realize that complete intransigence towards the collective on their part might result in damaging impositions by the newly empowered Copyright Board.

I will now try to synthesize the similarities and differences between the educational and library provisions of the copyright law for the United States and the direction in which the Canadian universities and research libraries are presently trying to steer copyright developments. As I noted earlier, Canadian legislation has no fair use provision that is comparable in either scope or strength to section 107. What we now have is the narrow and untested description of fair dealing in section 17, combined with the absolute right of the creator or rights holder to reproduce the work or any substantial part thereof that is given in section 3. We anticipate in the second phase a revision, a broader definition of fair dealing that includes the making of a single copy of a periodical article for private study or research purposes. This would be only partially equivalent to what is now permissible in the United States under section 107, because multiple copying for reserve or classroom use would still not be sanctioned under this definition. In Canada, multiple copying will be dealt with by license from the CanCopy collective. Further, we expect the provisions for library uses agreed to in 1988 to be legislated. These will essentially provide for Canadian libraries what is now permitted in the United States under section 108, paragraphs b through f.

There is recent concern that the fair use provisions of the U.S. law are under threat from a growing emphasis in legal judgments on the licensing capabilities of the CCC, the AAP, NACS, and others. Certainly both the annual blanket licenses negotiated by CCC in the commercial sector and the university pilot project conducted a couple of years ago suggest movement away from cumbersome transactional licenses and blanket licenses might, indeed, have a corrosive effect on existing rights of fair use.

In Canada, however, the universities' strategy is essentially to obtain a statutory definition of fair dealing and to negotiate a blanket license with CanCopy that would not only cover all compensable copying in our institutions, but would also provide broad indemnity against any claim arising from copyright infringement. The license must include multiple copying, and we will use the licenses in the public school sector as precedence when arguing for a fee calculation on a per-capita basis. Canadian universities must now sustain and strengthen their lobbying effort as copyright revision proceeds. There is a well-organized lobby only too eager to persuade the politicians that a two-legged stool works just fine.

The public good that flows from the free exchange of research results and ideas must be recognized and balanced not only with the rights of the author-creator to benefit from her or his work, but also with the complex issues of free enterprise and trade regulation. In both Canada and the United States, copyright legislation must sit atop the three-legged stool that balances creator, publisher, and user interests. Canada has yet to put in place the third leg of its copyright stool. It is of paramount importance that here in the United States both the wobbling and the legal whittling be stopped lest the stool fall over. Thank you.

MR. BENNETT: The folks who ran that undergraduate college of mine said I would enjoy learning and labor, and I thank Graham for making good on that promise. Our last panelist is Paula Kaufman, who is dean of libraries at the University of Tennessee. Paula studied at Smith College, Columbia University, and the University of New Haven. Before coming to Tennessee, she held several library positions at Columbia and Yale and for four years operated her own information management firm. This audience knows that Paula has published and spoken on an extraordinarily wide variety of library subjects, information technology not least among them.

MS. KAUFMAN: Thank you very much. It's a pleasure to be here. My assignment today is really twofold. It's to talk about how the Copyright Act affects what we do in libraries and then to suggest some concrete actions that ARL might take to help us in this arena.

I was dumbfounded to have been asked to participate in this panel. I do not have the legal background that my colleagues to my left have, nor do I have Graham's turn of phrase,

glib tongue, and sense of humor. And so I have decided that I was asked to do this because I'm ignorant, or even worse, I have a little bit of knowledge, and you all know that a little bit of knowledge is a dangerous thing. So starting from that premise, I did what I suppose we've all done for many years, although business pundits now say it is the new thing, and that is TQM.

I went and talked to people and tried to get their perspective on how copyright affected what they do. First I talked to some of my staff who are, at best, slightly less ignorant than I am and, at worse, probably even more. Then I talked to someone whose knowledge I respect, who said to me, "Well, you know this copyright thing is really confusing, and the fair use act is what prevents us from providing the kind of service we want to provide." And when I heard that, I knew I was in real trouble, that we have a big job ahead of us just educating our own staffs. I then talked to a number of faculty members, and what I've tried to do for us today is to provide a composite of what I heard from those people and try to have us walk in their shoes a little bit.

The first area in which we, of course, are affected by the Copyright Act is in reserves. I don't know about you, but we felt the impact of the *Kinko's* decision immediately. Because our university tells them nothing, our faculty became aware of the *Kinko's* decision when they went to Kinko's. Our reserves volume went up 17 percent. So we've had a very real service impact from the *Kinko's* decision, and we see that continuing. I think what frightens me a little bit is that our volume has gone down somewhat this year because of the single-owner copy shops that have lured faculty into their shops by saying, "Don't worry about this copyright stuff, we'll take care of it." I expect to see the faculty all back on our doorsteps very soon.

Another area that is affected by the Copyright Act is our interlibrary loan or, as we call it, our interlibrary services area. Our composite faculty member, for both instruction and research, now needs to do a lot of business with us through interlibrary loan. As we reduce our subscription base we increase our base of activity in this area. We do follow CONTU guidelines; that doesn't seem to be too much of a problem. And we do pay royalties when those guidelines are exceeded. Of course, it does take a lot of extra staff time and staff expertise to keep track of all of this, but we do that nonetheless. Our composite faculty member is constrained, however, from looking at a full copy of the journal in an area in which we have had to do some cutting, but in which he is very interested. We can't borrow that entire journal, although we can borrow the individual copies of all the articles in that journal, and that seems to me to be extraordinarily restrictive.

We have a new wrinkle now, somewhat along the lines of what Laura was speaking of a little earlier. My staff came to me earlier this week with a form that accompanied an article that was obtained through CAB. This form was to be passed on to the faculty member and required his signature. The faculty member was asked to sign a pledge that, to the best of his knowledge, no one had requested that same article through this or any other source at the same time and that he would not make copies of this article and give them to other people at the same time. That form is still on my desk. I'm not quite sure what I am going to do with it.

Recently, a faculty member came into my office, sat down, and started complaining about new arrangements with his publishers. He writes monographs in the area of plasma engineering, and he has just signed a deal with the Institute of Physics to publish his latest book. They informed him that not only did he have to provide camera-ready copy, which is becoming quite the thing to do, but also that he had to obtain all the copyright permissions himself. Well, this is quite a burden, not only for him but for our institution, since it's his secretary who is going to do the work. And so the cost of that publication has now been put back yet another way on our institution, and I think we need to be aware of what is going on and provide our faculty with some guidance in this area.

Finally, our composite faculty member has asked to take advantage of a new service that we're about to offer, thanks to the miracles of technology on our campus, which come much more slowly than the miracles of technology on yours. We are now able to transmit audiovisual materials from our main library to any building on campus that has the receiving equipment. Because our miracles are small miracles and the fiber infrastructure has not yet been installed, we are using cable that can only transmit one item at a time, so that the possibility of

simultaneous transmission of the same work is technically impossible in our setting, but might be possible in yours. Maybe before my lifetime is over, we'll see it on our campus as well.

Well, here I made a mistake that showed me that ignorance would have been bliss. I went to our university counsel and said, "Tell me what I can do." And my university counsel turned around and, in a four-page brief, told me what I couldn't do. I would say that the most restrictive part of the whole copyright morass right now is the interpretation of university counsel and the advice that they have been giving us. In this four-page, single-spaced brief, counsel cited many parts of the Copyright Act to tell me why I couldn't do what I proposed. In fact, after reading the brief carefully, I concluded that I could not transmit from my central transmitting agent's center to the carrels that are about 25 feet in front of them.

I suppose I could save a whole lot of money just by closing down this service, but that's not why libraries exist. And that's why I am choosing to put that brief in my drawer and not share it with anybody. Yes, our faculty member will have her audiovisual materials transmitted to her with little difficulty, I hope. So long as she doesn't want it at the same time somebody else wants it. I have found, in our institutional setting at any rate, that the amount of guidance that comes from our university administration through its counsel or any other means to either our faculty and students, to those of us who run information operations, or to the people who run the university press has been, at best, minimal and, at worst, extraordinarily restrictive.

The copyright policy that was distributed to UTK faculty 15 years ago, a set of guidelines, is the most current one available and is now not available for people to look at unless they make an extraordinary effort to find it. Faculty members read snippets in the *Chronicle* or their professional publications, they hear us talk about copyright and don't understand it, and that's probably because we don't understand a whole lot of it either. I can't say without exception, but by and large, the vast majority of them use the argument that was used in the *Kinko's* case, as we just heard, and that is, "We are an educational institution so, of course, anything goes. This law does not apply to us." And because I find that very frightening, I'd like to turn our attention for a bit to things that I think ARL can do, things that we collectively can do to help correct this situation. There are three types of activities that I'd like to talk about.

The first is the educational activity — education of us and of our staffs. This forum is a wonderful example of what we should be doing, as is the piece by Ken Cruise. I draw your attention to his copyright statement, which encourages you to distribute parts of the whole document to your staff members. I hope that you will do that. I would like these forums to continue and to expand their scope to include issues that relate to licensing and contracts, as well as to copyright, to build on the model license policy that was developed and distributed by ARL a couple of years ago, and to guide us through that really befuddling morass of licenses and copyright issues, so we'll know where we should hold the line.

Secondly, I think we need to have ammunition that will help us deal with our university counsels, with our administrators, and with our faculty. Materials that will help us inform them, perhaps through a briefing paper, perhaps through the higher education alliance. Model policies and model guidelines would be very helpful, as would outlines of issues that we can talk about with staff, questions and answers that we can talk about with faculty to help them understand some of the issues that we're all trying to face together.

And finally, and perhaps most importantly, is to build on the current and emerging alliances with scholarly associations that ARL has already started. I think the more we talk about these issues, the more informed the scholarly community becomes in general, the more progress we'll make in breaking down either the perceived or real barriers of copyright. We can work with allies who already deal with copyright and, in some cases, such as EDUCOM, help them correct the incorrect information that they have been distributing on our campuses.

I hesitate to suggest that ARL leap in and start working with associations of publishers, and my hesitation comes from warnings that ring in the back of my head, or really in the front of my head, that say we probably shouldn't do that until we know what it is that we want to achieve with them. I think we're, as a group or as individuals in the group, still not

clear enough about what it is that we want to achieve, and so I hesitate to say that we should start working with them right away. I do think we need to build some new alliances such as with the National Association of College and University Attorneys, a group whose members we deal with all the time. They appear to have extraordinary difficulty understanding the context in which libraries have to operate. Rather they must be concerned with the university as client.

I think ARL is absolutely the most appropriate mechanism through which we can make positive achievements. We can help shape the issues, and this one is extremely critical. If we don't move quickly, then we, the collective university community, are going to be the losers. I urge that we waste no time in continuing the efforts that we have started and in increasing them. Thank you.

MR. BENNETT: Thank you, Paula. We have heard lively presentations on a number of different issues. I'd like to take just a few minutes for you to address questions to members of the panel. Are there questions? I will ask those who pose questions at the microphone to state their names please.

MS. NUTTER: I have three issues that I would appreciate having the panel address. One is the copyright laws that apply to the electronic environment. Two, the nature of the advice that we can expect from university counsels. My experience is the same as Paula's. I was ordered to remove all the copy machines from our reserve area and to not allow any copying of reserve materials following the *Kinko's* decision. I refused, and I was brought before the faculty senate with support from the faculty senate, but it was a very difficult period of time. The third is the history and nature of copyright case laws, which I think have potentially a very negative and frightening impact.

MR. BENNETT: That's going to be a challenge to do with just a few minutes. Which panelist would like to take that challenge on? Let's start with copyright and electronic environment.

MS. GASAWAY: I meant to say something about the electronic environment to begin with. When I talk to groups of librarians, the first thing I say is the electronic environment is no different than the other environment. For some reason, you know, we use to think microforms were a whole different type of material. They're not, they're just little bitty books, you know, so we need to think of the electronic environment in that way. If it's fair use to copy it, or to photocopy it, then when it's in the electronic environment, it's fair use to make a copy.

What we have to watch in the electronic environment, though, are more restrictive licensing agreements where we are being asked frequently to sign away our fair use rights. And one of the things is that librarians, and again you know not a criticism, because I am one, tend to look at things in black and white. When you get that agreement, it's not a yes/no, alter that sucker, change the wording, and send it back to them with your signature on it. Get into a negotiation over what your rights are. Don't think you've either got to take it or reject it, work with them on it.

QUESTION: I'd like to follow that up with a question, Lolly, which I think relates to one part of Susan's question, and that is, in institutions that, like mine, state institutions and in many others, every agreement must be passed through university counsel first. University counsel is often reluctant to negotiate or to agree to anything that seems out of the ordinary. Have you any recommendations for us as to how best to work with those people whom we can't work around at certain times?

MS. GASAWAY: I wouldn't just send the agreement over to university counsel with no recommendation in it. Go ahead and alter it like you think it ought to be first. When the university counsel says no, you can say, "Why not just try it? The worst thing that's going to happen is we're going to send it back to the vendor, and the vendor is going to send it back with

some more altered language." Sometimes I think we hesitate to get into those things, we'll just send it over to university counsel. Don't do that, because you need to do the alterations before you send it over to them. That's what I'd recommend with license agreements.

MR. PATTERSON: I think you're absolutely right about the university counsel. Unfortunately, they simply do not understand the copyright law. This is one reason I think you've got to educate yourselves so that you can educate university counsel. The third part of the question, though, I'd like to address.

What is going to be the impact of litigation? As I mentioned earlier, the copyright industry is engaged in a concerted campaign to get judicial rulings in their favor, and they so far are succeeding, because there is really no rule that is standing up to the copyright holders to refute the claims that they present to the courts. The courts, for the most part, are not very knowledgeable in copyright law, which is not surprising. They deal with the whole range of law in our country, and a lot of judges get a copyright case once every few years. It's a highly specialized area, it's a highly complex area, and this is one reason that I think this organization is one of the few organizations that is in a position to assist in correcting the court's view of copyright law.

One way you can do this is by filing *amicus* briefs. But I think it is extremely important that you begin to take this position and that you be heard. Now the one court that is encouraging is the United States Supreme Court, because the *Feist* case, I think, is probably the most important copyright case since the court handed down its first. For one reason, the Court said there is a constitutional right to use uncopyrightable material in a copyrighted compilation. Now, once you start from that proposition, then you are going to change the perspective of fair use. The copyright owners take the position that the alleged infringer has got to prove that the use was fair. The proper view is the copyright owner has got to prove that the use was unfair, and that burden of proof can be extremely important. Again, I refer to the *Feist* case.

The two elements of proof in copyright infringement cases in the past have been the presence of a valid copyright and the copy. *Feist* changed that second element. The copyright owner has to prove the copying of original elements of the copyrighted work. So again, I cannot emphasize too much the importance of you taking affirmative steps to help correct the copyright laws.

MR. BENNETT: Let's take two more questions.

MS. SHAPIRO: A lot of us receive software in our libraries that have license agreements, but they don't require our signature. The packages say that when you open the shrink wrap the license goes into effect whether you agree with it or not. How are we to deal with those sorts of licensing agreements, particularly when what's in there totally violates the whole reason why we purchased the software in the first place?

MR. PATTERSON: Ignore them. They simply are not finding, acting reasonably. I don't mean they act unreasonably, but do not feel bound by these shrink-wrap licenses.

MS. VON WAHLDE: I have a slightly related question. As libraries make changes in their collection development policies and cut back on their serial subscriptions, I hear about relationships where institutions make decisions about what they will keep, knowing that someone else was keeping something that you are letting go. Now I don't know whether this is an area of possible litigation viewed as a restraint of trade or collusion, if member libraries of ARL or outside of ARL get together and say, "Well, I'll keep this and deliver it to you; you keep that and deliver it to me." What are any legal implications in this?

MS. GASAWAY: Well, we have the CONTU interlibrary loan guidelines, and as long as you are following those, then sharing those resources is a very reasonable thing to do.

I used a term that worries me a little bit. Publishers understand "interlibrary loan," and they get real nervous when we change the terminology to "resource sharing." So that's another thing ARL may need to do is to help us work on the terminology so we're real clear and don't get ourselves into trouble. The new one that's about to get us into trouble is "downloading." You don't download when you make a disk copy and hand it to a faculty member. You make a disk copy. We probably need to work on some of that language, because that's what gets publishers and vendors nervous about our activity. They have a definition that's not necessarily our definition, and theirs is much more expansive. So we need to watch our terminology.

Those interlibrary loan guidelines do say that systematic copying is prohibited, so we have to work on what we think systematic copying is. Maybe we need to re-negotiate the CONTU guidelines with their suggestion of five and by the way, never call it a "rule," because rule means a penalty attaches immediately if you violate it.

MS. BUTLER: It has been my experience at every institution I have worked in that when I discuss or attempted to discuss copyright issues beyond the library, specifically to university administrators, that their reaction is similar to Graham's wife. I really want to stress the point of ARL working with professional associations. I think this sharing the collective expertise of ARL and this type of program should be going on in every professional association. I wonder if ARL can work to encourage that kind of program?

MR. BENNETT: Indeed we can, and that's what I wanted to mention to you next. That is what we're doing for the rest of the morning.

After your coffee break, you're invited to join the panelists for further discussion. My suggestion to you is that you think about dividing your time approximately in half. The first half is for talking about whatever it is that you want to talk with these speakers about further. The second half is really to follow up on Meredith's call for action.

What I would suggest is that each group take as its assignment doing some brainstorming about three things. One is what sort of educational activities our association should pursue to help us and our colleagues, inside and outside of the library, understand the legal and economic environments and the environments for scholarly communication in which we are working. The second thing I would invite you to brainstorm about is how we should respond to ongoing litigation or to legislation. And the third thing that I would suggest you brainstorm about is whether there is any activity in our library that is so central to what we have to do that we want to shape a legal test of it, so that we can more effectively get our work done.

Break out sessions were not recorded.

FEDERAL RELATIONS LUNCHEON

CHANGING POLICIES RELATING TO RESEARCH

INTRODUCTION

Merrily Taylor
Brown University

MS. TAYLOR: I am Merrily Taylor, chair of the Federal Relations Committee. I have the privilege today of introducing Fred "Rick" Weingarten.

But before I do that, I want to say a word or two. I want to give you a little lecture and also hopefully inspire you to better behavior.

I am told, by sources whom I consider to be reliable, that we have not covered ourselves in glory this year quite the way we have done in the past in terms of writing letters to Congress about the things that matter to us.

Calls have gone out for letters on various things, like Title II-C, and we have not really been inundating our congresspeople with responses in the way we should.

The Committee yesterday talked about ways in which we could encourage people to write letters, and we are going to try to do more to help us all do that, including providing more model letters, more talking points, more things that will keep each one of us from having to plow through these very dense documents, trying to sort out important points.

So, having said that, having recognized that we all need help, I do want to encourage you, when you get these notices, to write. I think every letter that hits the desk of a congressman, congresswoman, senator, whatever, represents several hundred others that they do not get. They are taken that way, and they do make a difference.

And if we want to see our interests advanced in Washington, then it is up to us to be very active.

The other point I would like to make is that all indications are we have a new Congress, or a very largely new Congress, coming in. This may be a great opportunity to train people up in the way they should go, and when they are old, they will not depart from it. That is my minister's childhood coming out here. Anyway, let us start off in the manner in which we wish to begin.

Having said that, Fred Weingarten is the Executive Director of the Computing Research Association. CRA represents university computer science, engineering, and industrial laboratories. Rick is also director of the Washington Policy Office of the Association for Computing Machinery.

Prior to joining CRA, Rick was Director of the Communication and Information Technologies Program at the Congressional Office of Technology Assessment. During his tenure at OTA, the Program issued reports on privacy, information policy, telecommunications, and issues related to research and development. He was also at NSF as Director of Special Projects.

He is going to talk today about changing policies relating to research, which is very much in keeping with the theme of our program — Charting the Future.

At the conclusion of the luncheon, just so you will know that more good things are before you, George Farr would like to make a few brief announcements about the NEH program, and Ray Fry, from the Division of Library Programs at the Department of Education, will also make a few remarks.

CHANGING POLICIES RELATING TO RESEARCH

Fred "Rick" Weingarten
Computing Research Association

MR. WEINGARTEN: Thank you, Merrily. I will do my best.

Thanks for inviting me to speak here. Actually, there are some interesting connections. Although I represent Computer Science and Computing Research and so on, I think there are a lot of things happening in the policy arena that affect all of us as users, providers, and generators of information.

In fact, I just flew down this morning from Ithaca, where I was taking around a group of international people associated with the LECD on a project I am involved with, looking at future infrastructure policy and high-performance computing programs in different countries. This was the U.S. part of their world tour.

We had been visiting Bell Labs, with BellCore, and talking about transmission technologies and high-speed switches and all, and I thought it would be interesting for them to visit a place that actually used this stuff.

They were a little uncertain, and I was a little uncertain, how they would react to that. After an hour listening to Stu Lynn talk about his rather expansive use of information at Cornell University and then another couple of hours over at the Mann Library listening to some of Jan Olsen's pet projects there, you have never seen such excitement.

Suddenly their interest moved from the technology of transmitting and exchanging information to what people actually do with it and whether the opportunities and options, even with the technology that exists today, are changing the whole way in which we operate.

So now I am down here talking to the ARL. What I would like to talk about, in fact, are a couple of basic changes. Merrily mentioned the rather profound political changes going on in Washington. Possibly triggered by some of that and possibly triggered by other extraneous events that are crashing in, we are really at a couple of sea-change points in R&D policy.

That is greatly exciting for people like me who come out of policy analysis background, because it is a great opportunity. It is very seldom that you have a chance to do much but tinker on the sidelines of policy, make marginal changes at the edges, and affect wording in bills as they go through.

It is very seldom that you actually have an opportunity to help influence the basic parameters of new social contracts and new policy structures. I think we are at that stage.

I am going to talk about a couple of these issues. I am going to raise questions, but I have no answers. I would like to encourage my members to do letter writing too, but I am not sure yet that we know what it is we want to say.

We better decide pretty quickly. If we don't, the decisions will be made for us, and not necessarily in our best interests or the best interests of the nation.

There are actually two basic changes I would like to talk about, two basic policy issues that I see us engaged in over the next year or two. One is the changing social contract at R&D, the social contract between the government and research.

The second, which I will spend a little less time on because I think you are probably more immediately on top of it, is the changing infrastructure debate.

Let me jump right into a new contract for research and development. At our annual meeting in Snowbird this summer, we had Peter Likens, the president of Lehigh, give the keynote address. He talked about this, and then I talked about it. We used different metaphors, but basically we are both saying the same thing: that the relationship between the government and the research community is changing.

In some sense the old contract, which was struck right after World War II, in Peter Likens's terms was: you give us large amounts of money and don't ask us what we are doing with it, and we will give you health, wealth, and national security. And trust us.

Now, you laugh, but in fact that contract was bought, and we have lived under that. The research community has lived under that contract for 50 years. The reason you laugh is that it is very unusual. There is probably no other realm of public policy that has made that kind of a contract with the federal government that has lasted more than six months. We have been on a real ride here, and it's broken.

My version of it was somewhat shorter. We won the war; you owe us 40 years of funding. But it comes out to about the same thing.

There are several forces that are converging that I think are causing this reevaluation of the contract. Certainly there is the demand side, the demand for R&D on the part of the government. There is concern about the economy. That concern is that what we are in is not simply a cycle or a season of bad luck, but that there are more structural problems. And the structural problems need to be changed by structural responses; structural meaning an education in the creation of new technology and in the structuring of our infrastructure. All these things have been brought up at various times, in fact, in the presidential debate.

Another force, of course, as we all know, is supply side, the long-term problem with the deficit and the budget and the decreasing flexibility in the government to even fit science and research on the agenda. As a friend of mine on the congressional staff says, whenever I invite him to address groups, that science is everybody's second-favorite priority. That means everything else moves to the top, although nobody has anything bad to say about R&D.

These long-term budget limitations are also, in some sense, structural. They are not going to be changed next year. I keep getting e-mail from my members saying, "Well, when the money gets back next year, we will be in better shape." Dream on.

In addition, there is a growth of science. What was basic fundamental support of an institution that was not terribly expensive for many, many years has now grown very expensive. There are far more scientists than we have research money to support.

Also, there has been extraordinary inflation. I think the AAAS and the National Academy of Sciences have both pointed this out. Just the cost of doing scientific research has increased at a rate far beyond the normal inflation rate, so science is becoming increasingly expensive to do.

Finally, there are some institutional forces. When I come to a library meeting and I read the background material, I read about the stresses and pressures on library institutions. When I go to the university meetings, I hear about the stresses on universities. There are political and financial stresses on public institutions, such as museums. There was a big article in *Science* awhile ago, pointing out that museums were having to pull back on their research mission, which had been a traditional area of work for museums. So there are stresses on the institutions themselves for research.

What are the characteristics of the old contract? Well, the old contract certainly was undirected. In other words, nobody picked, other than through a process of peer review, a non-political process of peer review, what research ought to be done.

In fact, very little was directed even about how it ought to be allocated among physics, math, chemistry, biology, whatever. It was all taken care of as science policy, a decision made behind closed doors at the National Academy or at NSF board meetings or whatever. But it was basically a non-political process.

When I say unevaluated, I don't refer to the proposals. Certainly there was peer review, and NSF and all the agencies go through an evaluation of their requests for funds. I mean unevaluated in the sense that nobody comes traipsing around the universities or research labs after the fact and say, "Well, what did you do for us?" It is unevaluated in that sense. In fact, the evaluation was whether you could qualify for a renewal of your grant.

The mode was dominantly the individual investigator, single grants to single researchers or small groups of researchers with a few graduate students.

It was uncoordinated. By uncoordinated I mean that we have multiple agencies involved in science policy. Research is funded all over the government. And that has always been considered, I think, by a large part of the science policy community as a healthy way to structure. Other countries have much more centralized ministries of science and technology or whatever.

The U.S. has all these agencies, and if one turns down your idea, you can go to somebody else. And the agencies are remarkably intolerant of talking with each other.

Finally, consider the tech transfer model. It does go all the way back to the formation of NSF and the formation of U.S. research policy. The assumption that somehow science is good for us, is part of that original contract that I mentioned. But it was a very simplistic tech transfer model. Somehow the basic research would be done, published, and by some process of osmosis, it would do us good. Nobody really quite knew how to fill in those blanks, but it was just assumed. So the basic contract, in fact, was between universities or non-profit research institutions and the government.

What might the new contract be? I don't know what it is. It has not been formed yet. But you can walk right down through the characteristics of the old contract and ask how each one of these things will change. Rather than undirected, will there be the setting of priorities? Are we going to say this field of research is more important than that field of research? That is going to be a politically decided process. And it makes a mode between peer review and political review.

Now, there is a lot of talk about pork, and there indeed is pork. But the way, I define pork, pork-barrel science, is not the way a lot of people define it in the dialogue. Pork is not what somebody else is doing that I don't like. Or pork is not a political decision to spend money in one direction or another.

Pork is the unreviewed, undiscussed slipping through the back door of projects, regardless of merit, without political discussion. But one cannot say that the super collider or the space station, which many in the scientific community dislike, are being conducted without public debate.

Senator Gore was in Maryland just a few days ago renewing his commitment to the space station. Strong political commitment to that. So that is our pork. That is certainly a political choice, just as the super collider is a political choice.

So the move is probably more towards a mixed mode, in which the scientific community is not given this unrestricted pot of money to allocate as it sees fit through peer review.

The question of evaluating. Are we getting our money's worth? Mr. Boucher in the House committee is already talking about that; it occurs in a report of the task force of the House Science and Technology Committee.

There is an increasing stress on research teams centers, new structures for doing research, including building the infrastructure. Research more and more is based on shared technological infrastructures, of computers, communications media, databases, and so on, that are not fundable the way a telescope or an accelerator was, in which a small band of researchers within one community could get together and say, for example, "Well, our next priority is this radial telescope."

These are more fundamental infrastructures, and they share the problem in science policy that all infrastructure shares in politics. Everybody wants to use it, and nobody wants to pay for it.

So we may be seeing a move in that direction to science research support being more focused on infrastructure. The high-performance computing initiative has some of that characteristic and is also more coordinated.

Certainly, the FCCSET (Federal Coordinating Council for Science, Engineering, and Technology) process, where agencies come together and form multi-agency programs or initiatives like the high-performance computing, the advanced manufacturing, or the global climate change initiatives, may in fact be a model for the future.

Finally, I see a three-legged stool. I think it is inevitable that industry is going to be brought in as an equal partner to any science policy that is made in the future. But these all have question marks after them, because it is not clear. There is no new contract.

We can all agree, or at least a lot of us agree, that the old contract is gone, but none of us know what the future holds. In fact, going into a presidential election the way we are and with a third of the Congress turning over the way it is, it is a great opportunity, but nothing has been decided.

What does the future hold? Well, there are three basic directions that people I know identify. One is simply more special initiatives, along the line of high-performance computing and advanced manufacturing. I mentioned that before. But not much change in agency mission, not much change in anything else. What we will do is kind of coordinate at a higher level what the agencies are doing.

Second, there is an enormous debate over this at the NSF right now. There is a possibility of modifying the agency missions, modifying the mission of the National Institute of Standards and Technology, modifying other Commerce programs, modifying DARPA, modifying NSF, in order to make them more responsive to these new demands; and finally, actually creating new agencies. There certainly have been proposals for a civilian DARPA, for example, to directly fund R&D in the DARPA mode. I am not so sure that the people proposing that, by the way, understand what the DARPA mode is or the implications of what they are saying, but that is an aside.

And a more indirect kind of agency was suggested, in fact, by the National Academy awhile ago, a corporation for new technologies that acts as a venture capitalist. It is a new kind of agency to invest in private sector innovation as a source of venture capital, which is not in the government, directly funding the research and avoiding certain kinds of problems.

Some of us think that we, in fact, are going through a fundamental sea change, whatever that word means, in science policy and that the research community in those institutions that are concerned with research really need to participate in this debate actively and aggressively. And it cannot — this is my own bias — be defensively.

There has been some concern about science policy, which used to be this very clean and dignified process that took place at the Cosmos Club and various other environments of that sort, away from all the dirty, messy stuff of politics. In fact, there is a candidate for president right now who is taking advantage of our distaste for all that messiness of politics to just solve these problems, stop arguing about them.

While, in fact, we are in the middle now of science politics in my community and your community, all of us have a duty to play in it. We are parts of this society, we are parts of the polity. And if we don't play, as I said before, the decisions will be made for us. And very validly. It is not our money alone that is being spent that is the basis of these decisions. It is everybody's money, and everybody has a right to play. And everybody has a right to ask us to justify or explain what it is we want.

There are several forums in which this is taking place right now. I mentioned NSF, which is in the middle of a strategic planning exercise. They formed a commission, the National Science Board, that is now holding hearings and is supposed to produce a report in the middle of November. The report goes to the National Science Board and feeds into a long-term plan for the National Science Foundation.

That long-term plan, in turn, will go into hearings in both the House and the Senate because, coincidentally, NSF's authorization is up this year, and they must be reauthorized next year. So you can believe that the Congress wants to have some role in it and not just give it up to the National Science Board, and that the strategic plan will be part of it.

Certain elements of the scientific community are terrified by this whole process. There were e-mail messages out from some associations saying: basic research in peril, NSF facing drastic change, and so on. Panic is sweeping the country over this.

It is going to be an intense debate, and not everybody is going to win. Inevitably, in any kind of reallocation of resources, there are going to be losers and winners.

But it is taking place in several places and is not going to be decided by November 15, when this commission at NSF reports. It is a somewhat longer process. But I would certainly agree that it is on the top of our agenda to take advantage of this change in Congress and go on a massive educational program early.

Let me talk just very briefly about the second change that I see, and that is on something we are calling the information infrastructure. Interestingly enough, that term has come up a couple of times, that I counted, in the debates, when I paid attention. I think it has come up several other times in stump speeches. I have heard some stump speeches, of Mr. Clinton at least, talking about the need to rebuild the infrastructure, and he always says "and the information infrastructure." So this is not something that was stuck in by a speech writer.

I was at NSF many years ago when Lyndon Johnson, in a State of the Union message, referred to something called Networks for Knowledge. For the next two months, NSF tried to find out what he meant by that, because he said we were going to have a major program, Networks for Knowledge. Nobody knew, nobody could even find who slipped that term into his speech, and for sure, he didn't know what he was saying.

I think this is a little different, although it may be still just as big, conceptually. On the other hand, the vice-president certainly is trying to make it concrete in various legislation.

The basic problem in the infrastructure, that I see, the sort of policy dilemma that we are facing — and this is strictly a very personal view — is that it has roots in a different but closely related concept, the National Research and Education Network, which has gone through a conceptual and technical evolution, and there is going to be some difficulty, I think, bringing these ideas together.

Let's say there are three stages. Back at the time that Peter Lax wrote the Lax Report that started the high-performance computing initiative, it was seen as a supercomputer attachment, something to link. Lax proposed the establishment of a number of supercomputer centers to provide better access to the research community.

Almost as an afterthought of the report, he said, "We ought to have a high-speed net connected together so people can get into them and share the load and so on." That strain of thought still goes on. There are proposals now around from the supercomputer centers for something they used to call a national machine room.

Basically, the idea is to take a gigabit network and hook up all the supercomputer centers in the country so that you have a virtual super, supercomputer center that you can use. Now, this is really pushing communications beyond the leading edge.

The characteristics of such a net is that it is talking about gigabits, transmission rates, and focuses on data, focuses on hardware. When you are talking about this kind of thing, the technical policy problems are how to build the pikes. And it is really a few notes. Even if we got up to a few hundred, that is still, by telephone company standards, a few notes. So that is a very unusual kind of network architecture we are talking about.

Over the last few years, something that I have labeled the pure NREN has come to dominate the debate. It focuses more on information services, and it is to serve public purposes. Now, everybody has their own list of what purposes those might be: research and education, public information, libraries, health, and provision of government services, basically things that are in the public interest, that require public investment for doing, somehow. And this is a new infrastructure to help deliver those services.

The third model that is coming to the fore now is the model of the national infrastructure, which is really an upgraded communications fabric for this country. Ubiquitous, it is to the home, to the office, even to the person. They are talking about nomadic computing now. You are born with a telephone number and go through life never able to get away from it.

Certainly, the problems in this kind of infrastructure are not the speed of transmission. The problems are switching at these high rates. So it is more of a focus on switching and the kinds of services and certainly multi-media: TV, audio, radio, all kinds of services that might be carried over this net. In fact, the net can be designed in a way that favors one or the other.

The reason I see these intentions is that the government programs leading towards this infrastructure came out of that high end and are still colored by it. Colored in what way?

Well, in the first place, we have several national demonstration test-bed projects, on the gigabit level, administered through CRNI, funded by DARPA and NSF, and focused on very high-speed gigabit switching.

Now, Bell Labs, which is a participant in one of these experiments, told me that, although they did not receive government money, when they got into that experiment, they stopped doing research on a medium-speed digital fabric and started focusing on gigabits. So they are being pushed in that direction.

If you look around the country, you don't see any major experiments in library services, in education services, in health, any of these other kinds of services that I have put under NREN, that would provide more information, some testing, and some guidance on how we want to move towards a national infrastructure.

So, in some sense, we are still pulling, and it is not clear to me, in fact, that the NREN and the high-performance computing initiative is, in fact, the best way into this infrastructure. It is still being coordinated under the National Science Advisory.

Now, mind you, these are not criticisms. They are just observations of the nature of this program and asking how that fits into a national agenda for infrastructure. What I am saying is that that is going to create some severe policy tensions and debate, and I think it already is. People don't talk on the surface about it very much. I had a meeting awhile ago at Monterey, and everybody was just sweetness and light, patting each other on the back, all these different communities, and talking about consensus. And afterwards, I had more little whispers in my ear, "Well, I was just being nice. I didn't want to speak up, but we don't want to agree to that."

There is an undercurrent of difference of opinion. And, quite frankly — this is a personal opinion — if the communities, including the phone companies, including the research community, and including the public-interest groups, don't try to get together, act on common ground, form some coalitions, and advance the policy, they are not going to get anything. Nothing is going to be built, because the political community just is not going to deal with it. They are going to move on to the next issue.

I just wanted to raise some questions, and Prue said that you like to ask questions afterwards or at least debate. I hope some of the things I said were somewhat provocative and started some thoughts in your minds.

It is clear in my mind that both of these changes, though, are going to change more than just the way, in the narrow sense, in which we do things in a scholarly community. We are going to bring about and force real institutional change.

For a long time, computers and communications were what you might call tool boxes, better ways to process paychecks, better ways to automate a card catalog. In fact, I saw in one of the background readings, a comment that for a long time there has been this move in the library community for decades to automate the card catalog. I cannot remember which paper I was reading it in, but somebody said, "The card catalog, given what technology can do, is no longer a useful model." In fact, when we use that term and that model in the library community, it limits what we can think of doing.

Well, technology is now at that point where it is having that kind of deeper change in the nature of what we are as institutions, all of us, research, universities, libraries, museums, whatever. And it really challenges us at a much deeper level.

We cannot just be approaching public policy in terms of what our favorite bill is next year. We really have to have a much deeper sense of where we see society going and where the key information institutions are in society. So if we don't help with that debate, I don't know who is going to do it.

Well, that is my formal presentation. Does anybody have any questions?

SPEAKER: I am curious about something you said about R&D in science and technology, and as you describe the evolving network, the stages of the network. Do you see that more money is going to go into solving the public's problem, and that money is not necessarily going to go science, but might go into other areas?

MR. WEINGARTEN: Yes. I mean, my comments themselves are, of course, biased by the fact that I run a research association. So I always use that as a starting point and try to keep it in mind when I talk to broader groups, that our concerns are shared in a broader base.

By the way, there is one other piece of data that I thought I would toss out as an example as some of the — bias is not a fair word. Bias is a loaded term — but some of the weighting of the current program is an analysis that is unpublished, so far, by a congressional group that says that, of the new money earmarked for NREN, they estimate it was something like $110 billion of new money budgeted — God knows what has happened now to the appropriations — for NREN. Sixty billion dollars of it was budgeted for gigabit, $50 million for NREN more broadly drawn, but of that other $50 million, I would wager that an awful lot of that is focused also on the high end.

SPEAKER: How do you feel about the promotion of ISDN as an alternative?

MR. WEINGARTEN: Do you mean the EFF proposal?

SPEAKER: Or for any other alternative to gigabit.

MR. WEINGARTEN: Gigabits is too much, and 64 kilobits, which is the ISDN channel, is too little to spend a lot of time on.

I asked the phone company that. In fact, when I was at Bell Labs earlier this week, I said, "How long would it take before you could, even with your existing technology, wire the nation for ISDN?" They said the year 2000. We are talking about eight years out in the future, and the ISDN technology is already 10, 15 years old. I don't know why we are wasting our efforts — what we should be aiming at is somewhere in between. The phone company already has standard technology that they can deploy with 1.5 billion bits down a twisted copper wire from, in fact, a local distribution point. They can go 3 miles to your home, so why are we worrying about this other thing? I am not against it, if they can deploy it. But I am against thinking it is the solution.

SPEAKER: Just to add to that, I have comments from somewhere in Ohio, one of these companies, that they have wasted their money on narrow-band ISDN and it will never be deployed.

MR. WEINGARTEN: One of the things you hear is that it is cost free, because the technology is already in place. The only technology that is in place is the network. All this customer premise equipment that you have to buy that is ISDN-compatible is not in place. So we are all going to have to spend $200 or $300 for gadgets to hook on the end, and that is a lot of investment.

SPEAKER: We really just need this reallocation — some of it going towards direct support from the private sector; from industry, for example. Should we be concerned about communications and the fact that the information that is being produced by some of our scientists is going to become proprietary and we are not going to see sharing of science?

MR. WEINGARTEN: Absolutely. That is an area that has been swept under the rug for 40 years because we have never had to face it, and I think we do have to face that now. But what you have is a collision of cultures. The science culture is basically a culture of openness, sharing, and community. It is very competitive, but still, open publication is the measure of your worth as a researcher.

In the technology community, technology is proprietary. Technology is ownable, by and large. So the culture of technology is secrets, intellectual property protection, and so on.

While what we are doing with this new policy, somehow, is trying to ram science and technology together into a single strike, put science at the direct service of technology and

innovation. And we are not going to be able to avoid that. There are a couple of other ways in which that is going to come out.

Again, some friends of mine in Congress think that there is going to be a major debate next year over foreign nationals, foreign national participation in U.S. research projects, foreign national distribution of information on a network. I mean, right now, the Internet, is internationally connected. I am not so sure a lot of people know that, and when they find out about it, they might get a little upset. And it is a debate that could become extremely nasty and unhealthy.

So there are a lot of issues, certainly intellectual property — the science and research community has to very aggressively protect the need for open communication or it will kill research, no matter how much money gets put into it. They have to somehow make the more subtle case that yes, technology is appropriatable, and at some point it needs to be appropriated. But you cannot kill all of research under that tab.

SPEAKER: You said that you thought the NREN might not be the best vehicle — for broader-based access. Can you go into a little bit more detail about what you think might be the alternatives? Should we go back to the national research network and do something different?

MR. WEINGARTEN: I don't know. The NREN has three tiers, because the public information sits in the middle. You have what one associate whom I work with calls the heavy-metal users sitting on one side. They want the gigabits and the supercomputers and stuff, and they want the network that serves that. Then you have this broad public infrastructure, which may take 20 years to put into place, on the other side.

The question for the community that sees NREN as serving its needs is which devil do they make the bargain with? Where do they turn? Right now, to influence NREN politics, remember that the NREN is under the science advisor's office. And I don't know if it still is, but it used to be under the math and physical sciences committee.

Well, that is not a locus to engender confidence in the hearts of public libraries, for instance, or K through 12. The research libraries at least have some argument for entrée into that group, whether they are listened to or not. But at least they have some argument, because they support research. Public libraries are in some sense looking for *noblesse oblige* on this.

SPEAKER: Isn't there a danger, though, if we shift from basic research to more applied research, that the role of the government supporting education will be affected negatively if NSF, for example, shifted its mission more towards applied research, looking at shorter-term benefits? Who is going to pick up this lack of interest in basic research?

The second part of the question is how is this all affecting the medical field? It seems to have had a better record of marrying basic research and education.

MR. WEINGARTEN: Well, on that latter, I don't think Bernadine Healy would agree with you, because her strategic plan at NIH is getting just the same flack from the research community as NSF is getting. But I really don't think that is a threat. I don't think that the people are arguing short-term versus long-term. They are arguing priorities, which means picking by field or even by subfield.

Now, I listened to the NSF commission last week, and somebody said, "Well, it's like trying to write a dictionary that only has the words you use. Ha, ha, ha."

Well, in fact, that is what publishers do. I mean, the only dictionary that does not try to do that is the OED, and what does that cost? Six thousand dollars or something like that? I mean, most dictionary publishers try to write dictionaries with words we use. That is in fact what we are trying to do. We are trying to set priorities. But they are broad priorities.

What you may see happening at NSF, for instance, is more money in applied mathematics, which is not, as you know, industrial mathematics — it is a different area of mathematics — and less in topology. More in solid-state physics, less in whatever.

It is more of a picking by field. But I have not heard many arguments, including out of industry, that the government should be spending its time on short-term research. Industry does not think the government does that very well. Nobody thinks the government does that very well, even when it is for its own benefit.

SPEAKER: What is going to happen to things like educational objectives?

MR. WEINGARTEN: I think the human resources will be stronger. In fact, if you take this argument for the national infrastructure out to its fullest extent and say, in the next 10 to 20 years, we are really an information society, however any of us might define that, the implications for education are enormous. And consider the implications of the need of our society for people who know how to create information products and use information.

The whole definition of literacy will change. If literacy is the ability to somehow swim in the information stream in any society, literacy has to move into an electronic literacy, which is more complex, which has different demands on the skills.

Now, I am making an argument, and it is the kind of argument that I think has to be made. It is the kind of argument CRA will be making, but it is up to us to make those arguments, because there certainly are people in Congress and in the Executive branch who will say exactly what you are saying. We need to keep our eye on the ball.

MS. TAYLOR: Thank you very much.

FISCAL YEAR 1993 BUDGET FOR THE DIVISION OF PRESERVATION AND ACCESS

George Farr
National Endowment for the Humanities

MR. FARR: I have been asked to say a word about the division's budget for fiscal year 1993. Congress appropriated funding for NEH, overall, of $177,413,000 for this fiscal year. Our original request, if you may recall, was $187,059,000. This appropriation, therefore, represents a decrease of $9.6 million overall.

For the Division of Preservation and Access, Congress has appropriated $23,102,000. Of this amount, $17,600,000 will be devoted to projects that support library and archival preservation and access projects. Another $5.5 million will be used for projects to stabilize material culture collections. This is the initiative that is called the National Heritage Preservation Program.

This allocation represents a $900,000 decrease from our original request for the division, but I think we all should bear in mind that, over the past five years, support for preservation at NEH has increased by $18,600,000.

I think that what I would want you to know is that we still have money to make a significant array of grants for preservation and access, and I hope you all remember that.

I did want you also to know that there will be new guidelines for the Division of Preservation and Access. These guidelines will represent the consolidation of all of NEH's support for intellectual access to collections and preservation activities into a single division. This consolidation reflects our shared understanding of the reciprocity between preservation and access activities.

On a practical level, however, we hope that this is going to make it a lot easier for you to apply. Now it is possible for any of you to come to us and ask for the kind of support you need to create the appropriate intellectual control for a corpus of material, make preservation decisions about that material, and implement those preservation decisions, all within a single project.

Previously, as I am sure you will recall, you needed to go to the access program in the Division of Research to receive support for access projects and to the preservation division to get support for preservation activities. Now we will have, in effect, one-stop shopping, if that is an appropriate metaphor. I hope you will find it easier, and I hope you will talk to us about the kinds of projects that you are interested in doing.

I brought with me a one-page handout that tries to give you a sense of the array of preservation and access activities that we are now supporting.

I have also brought along a list that shows all the grants that we have made from the Division of Preservation and Access this past year. I would be delighted to talk to you about projects and take any questions you may have about the operations of this division.

Thank you.

UPDATE ON THE DIVISION OF LIBRARY PROGRAMS

Ray Fry
U.S. Department of Education

MR. FRY: Thank you for giving me the opportunity to update you a little bit on the programs in our unit. There are a few things that you should know more specifically about our division. One is that we are on schedule with our programs. With limited staff, we try to keep up. We have just gotten through a reorganization of our discretionary unit, and we will have an academic library branch and a public library branch. And we are hoping within months or a year or two to bring in some more specialists.

We are undergoing, of course, the regulations changes required by the reauthorization of HEA. It is on schedule. In fact, it usually takes 240 days. We have a new process. We have called together a policy group, and we are abbreviating that time frame. I think by the end of this month, we are supposed to have our first draft of the new regulations. In Title II-B, of course, there will be more changes.

We will be issuing a notice of proposed rule making, and you will get a chance to react to that sometime in the weeks or months ahead.

In the II-B training, one unfortunate thing got through in the new law. Of course the administration was not in favor of these programs, so we had little input into the reauthorization of HEA. Under the training program, we have always given stipends, whether it is scholarships or institutes. Something happened in the writing of the reauthorization. It still has stipends for fellowships, and of course, they are far too low.

Unfortunately, in the institute area, no stipends were mentioned. We are working with our lawyers now to see if in some way we can still get stipends included, because we would go back to funding institutes, and I think you would agree that you would rather the transportation and room and board be paid. If there is a short-term, one- or two-week institute and you are sending people, you do not want to have to pay their transportation and room and board.

We think we are taking care of that by building into the institutions sponsoring the short-term training the participant costs. We hope we are taking care of them, but it was a real oversight in the writing of the reauthorization.

You probably noticed the $2.5 million extra in the R&D program, and I think you got a little explanation for that. I have a hand-out that gives you a little explanation of how that $2.5 million will be spent. It will go to institutions of higher education, other public and private agencies. So institutions of higher education are eligible.

There will be a notice inviting applications, and that will appear in the Federal Register early in 1993. Of course, we get these additional programs and no additional staff, so we have to fit it into the schedule.

One program that you might overlook — and I am going to call your special attention to it — is our training program as it is currently being administered. Our assistant secretary told us to put all the $5 million — Congress increased the money from $631,000 to $5 million — into fellowships, which is what we did last year. And of course we gave it priority in concert with the national goals, which is mostly the K-12 program. We gave a priority for the recruitment of school media librarians and children and young adult librarians, but also priorities for people who want to go into cataloging and science reference. So I think those two latter areas would be of particular interest to you.

At the doctorate level, of course, the priorities were for people who wanted to go into research and teaching. We added last year, for the first time, people who were interested in planning and evaluation.

We were frankly a little disappointed. I think there were about 15 to 20 fellowships at about 3 or 4 schools in planning and evaluation. You might want to keep a lookout for the people coming out of those programs.

I looked through our funding announcement and the training and fellowships program, and I would say there were at least 28 projects that funded fellowships that I think would be of interest to you.

If you are interested in a science reference librarian and cataloger or someone who is going through their doctorate in planning and evaluation, you might want to take a look. I think there was one project that funded several fellowships in advanced science reference.

We only have a $325,000 R&D budget out of a total budget of $147 million. So you see, we are not really in the research business. But we do what we can with the $325,000.

Now, by way of context, since LSCA, the Library Services and Construction Act, came into being in the '50s, signed into being by President Eisenhower, we have funded $2.3 billion to state agencies for the development of public libraries, and then Title 3, of course, another library cooperation program, has added programs for all types of libraries.

Under LSCA1 there are about 2,000 projects funded each year. There has been almost no evaluation over the years, and, of course, our accountability is raised. Have you evaluated any of these programs? What's happening? What are the results? Well, we don't know.

So we took most of our $325,000 in R&D money, and we have funded a planning evaluation project at the School of Library and Information Studies at the University of Wisconsin. They launched an evaluation center in January at the School at Madison, and we gave them most of our $325,000 this year. They will, this coming year, run a planning and evaluation institute. It is to be a five-year program, which I think might interest you.

The first year we are expecting them to train at least two people from each state library agency — and it probably will be the state librarian and the head of development or the head of LSCA — to give them basic training in planning and evaluation, with an emphasis on evaluation. We are also expecting them to develop a simple, practical, and easy-to-use evaluation manual. The state librarians keep telling us that is what they need.

Now, that's the first year. They are going to have two workshops of sixty each. We are insisting they bring people in from outside the library field. Jerry Adams has been retained by the Library School to work with them during this year.

The second, third, fourth, and fifth years, the project will be broadened and will include librarians, we hope, from academic libraries, school media people, and library education people. And this first year — and this is where we could use some help from you right now — there is an advisory board.

The first year it will be made up primarily of state libraries, LSCA coordinators. That board will turn over — in fact, we are thinking of maybe one-year terms — and in the second, third, fourth, and fifth years, as we extend to other types of libraries the same training. The first year we will get a lot of the bugs out of it. We will also want people from the academic field on the advisory board. We insisted that the University of Wisconsin this year invite eight people from outside the public library field to go through the training. We could see, those people going back to their constituencies and saying, "This is worthwhile for us." We might also use those same people on an advisory board.

As I said, we have always had a very small research program. Even so, we just published a directory of the R&D projects from 1976 through 1986. Since '86 we have not had too many years where we have had field initiated studies competition. There are at least 11 research projects in here for academic libraries. It is a report on those projects.

MS. TAYLOR: Thank you.

PROGRAM SESSION II

ORGANIZATIONAL CHANGE AND LEADERSHIP

INTRODUCTION

Co-chairs:

Susan Martin
Georgetown University

Sheila Creth
University of Iowa

MS. MARTIN: Good afternoon. We are pleased that we are having an opportunity to talk about the strategic visions process and effort this afternoon. Sheila and I will each talk very briefly in the introduction. Then we will split up into small groups to discuss the various issues.

I am going to tell you a little about the history of this effort and what has been happening in the last year or so. The strategic visions effort began sort of innocently as a discussion on the library administration listserv. Our own experience with the ARL directors' e-mail system is that we seem to have "bound" our conversations.

Somebody comes up with a question, he gives it a title, a certain amount of comment takes place, and that's it. And afterwards, we go onto the next question. If you are involved in other listservs, you know that that is not the general pattern for listservs. Somebody will come up with a question, then there is a comment, and it strings along into a whole variety of permutations and changes on the original topic.

The strategic visions effort started out with some discussion of the MLS, the role of librarians or support staff within libraries. Someone said, "Well, as long as the accreditation standards are still being worked on, why don't we create a vision, a strategic visions statement, either one for the entire profession, preferably, or if that is not possible, then maybe a few, four or so, each one representing one major segment of the profession. We could give it to the committee that is putting together the accreditation standards to put into those standards, so that it would form a mechanism, a means of communication, from the practitioners, from librarians, to library school educators, communicating what it is that we want, that we feel that we need, from library school students in the future."

Well, people seemed to think that was a good idea. There was some discussion on the list, which was followed very quickly by a suggestion that there be a face-to-face meeting of the people who had been involved in the discussion. So we put together an informal meeting that was scheduled just before the ALA conference in Atlanta. About 85 people came to this meeting, and one of them was Dave Penniman. He indicated his interest in the topic and the Council's interest in the topic.

Through Dave's efforts and persuasion, with CLR but also with the interest of some vendors who are interested in what we are doing, we created a committee. We brought together a structure, because, obviously, the informal listserv discussion was not enough to base any real activity on.

So we pulled together a group of about 25 people. Most of these people were academic librarians, primarily because the listservers and e-mail is more prevalent in academic libraries. However, there was representation from school libraries, public libraries, and special libraries, as well as some people who represent what we could call the information industry.

That group met here in Washington not quite a year ago, in December 1991, and we created the two documents that were sent to you with your packet, the strategic visions statement, and what we are calling a values discussion draft. People are very hesitant to call it anything that is fixed and solid in concept.

At the same time, we decided that this was a statement that should be floated very widely throughout the profession. And the idea was to devote this calendar year, 1992, to distributing the statement and to having as many open meetings where people could give us feedback. Do these documents look okay? Are there elements that should be in a visions statement that we have left out? Are there things that are there but perhaps should be worded differently, some different emphases?

So, during this year, there have been several more meetings, open meetings, at ALA. In addition, there have been meetings connected with MLA, AALL, ACRL, LITA, a recent one with the Arizona State Library Association, and some others. These are not all formally organized. People are just taking the document and using it as they see fit, if they become really interested in and excited by what is going on.

This meeting, this ARL meeting, was what we hoped would be an opportunity for this particular group of people to look at the statements made in the two documents and provide some feedback.

One thing that you should know that has happened in conjunction with the visions exercise is that Anne Woodsworth, who is a member of the strategic visions steering committee, piped up at that December meeting and said, "I'd like to volunteer the Palmer School as a pilot for a totally new library school curriculum that would be able to respond to this visions statement, that would provide us a vehicle for testing some of the concepts that we are dealing with, some of the goals that we say we have for library education, for developing the librarian of the future."

We had another meeting of the committee since that December meeting that took place on Long Island at the Palmer School. We took care of some business that would have transpired anyway, and we also met with Anne and her faculty to talk about some concepts of curricula, of changed curriculum, in the face of the kinds of ideas that are expressed in the visions document.

The people who are going to be leading the small groups this afternoon are all on the strategic visions steering committee. Also, there is now a visions listserv. I can give you that information very quickly. It is a regular listserv structure. It is located at LIBRARY.SDSU.EDU, if you want to subscribe to it.

Also, I would suggest that, if this is a topic that takes hold, maybe this is something that could be discussed further on the ARL directors' list, as well.

The final point I would like to raise is a question that sometimes comes up: are these documents private, or are they copyrighted, in the face of this morning's meeting? People are sometimes concerned about whether they can use the documents freely. Please, that is what they are there for. The idea is to generate an excitement about what is going to happen in this profession in the future, to raise our own expectations of ourselves, and do so in a way that is systematic and mutually agreed upon. So, the documents are there for anybody to use in any way.

Sheila now will tell you at least one example of the use of the documents.

MS. CRETH: Actually, in bringing this document to the ARL meeting, what we hoped to do was focus our attention, in terms of these issues, on those people already in the field, recognizing that, while the library school curriculum is extremely important to us, most of the people who will manage this transition, have to react to the transition, and have to cope with the change in our libraries that we are encountering now and will continue to encounter, are those who already work in our libraries. They may be in my library now, but they might be in yours next month or next year.

The point really is that we have a great deal that we have to do to facilitate the change that is already underway.

Before I comment specifically on one example of use, let me say that I know that the University of Iowa School of Library and Information Science, which just survived a review, is planning a retreat with their faculty for curriculum review. They are planning to use this document that was generated and has been on the listserv for over a year as a background document for their discussion about their curriculum.

I wanted to just very briefly describe how the University of Iowa libraries, in fact, responded to the document when it went out on the listserv. I was requested to establish a process whereby the professionals in our library could indeed develop their own document, determining among themselves if they had agreement and consensus on values and if they could describe a common vision.

So, in addition, you also have the vision and values document that was developed last March at the University of Iowa. I think that the process was probably as important as the final document, because it allowed the librarians to surface their views and opinions; and they did not always agree.

We had an outside consultant, who had, in fact, worked with the committee that Sue and others organized, come in and work with the staff. The first day they got along very well, and then when they saw the document in writing, the real arguments and battles surfaced as they tried to finally come to some determination. I think that the document they produced, in fact, suggests a very forward-looking view but a very altered view of librarians — not libraries, but librarians — in terms of the future.

The way we are using it internally is that it is to be used to actually evaluate our existing strategic plan. We are about halfway into the five-year planning period. In fact, the university requires that we do that. But we have also asked every one of our department heads to work with staff to assess departmental goals and objectives against the vision and values document and for individuals to set their personal performance goals in relation to this document.

In addition, the group of professionals who planned the session in which the document was written have stayed together, and they have proposed four issues or topics for professional discussion and review in the next year, because they feel that these are critical issues that have to be dealt with, based on the vision that they have described.

None of the topics are surprising, but I think what is healthy is that the suggestions and the ideas are coming from the professional staff, as opposed to from the administration. Particularly, I find it encouraging that they suggested that there has to be a review and an exploration of alternatives to reference services, that they feel that there has to be a session on a review of alternative methods of cataloging, particularly in relation to efficiencies. They also recommend that we look again at collection development and how to be more responsive to the users and an exploration of the concept of the virtual library. As I said, none of these are particularly astounding, but in my environment, certainly the fact that they came from the staff is a significant change.

What we would like to do, of course, is to move this discussion, using the vision and values document on a national basis into libraries. Obviously, as library directors, we all play a central role in any strategies for change within our libraries, as well as our profession.

The focuses of the small group sessions this afternoon emerged from the document. But certainly, in your discussion groups, you are not limited to these questions. They were more intended to promote thinking and ideas.

But what we would like to come out with is an identification of the role that you see for the library directors, in addressing this range of issues that require our attention immediately and throughout the 1990s, individually within our own campuses and collectively.

You might, if you are so inclined, identify ways in which, specifically, ARL might be helpful to us as we continue the discussion and the focus on these issues. But whatever your discussion is, that material will be collected, and the ARL staff will have that prepared and ready for redistribution to you before you leave tomorrow. It will be material, then, that you will have available from all of the discussion groups to take back with you for further review and consideration on your own campus.

As Sue said, we welcome response on the document — what it left out, what it does not go far enough with — and your comments can be to Sue directly, in writing, or on the ARL listserv or on the visions listserv.

Breakout sessions were not recorded.

BUSINESS MEETING

OPENING STATEMENT

Arthur Curley
ARL President
Boston Public Library

MR. CURLEY: Good afternoon. I have a gavel to help me, but I tapped it gently for fear of skewing the audio equipment. I do have to remind you that the business meeting is open only to the voting representatives of the member institutions of ARL. This is our by-laws agreement. Our guests we will welcome later.

I would like to give you a very brief report on the actions on the Board of Directors. We met twice since we saw you last. Our last meeting is a meeting at which we devote virtually the full time to the needs of the Association and to the budget and dues proposals. We will move as quickly as we can into those.

Let me give you just a two-minute summary of our actions or allude to subjects for consideration, and I will not give you more detail on them unless you ask for it. We are awfully good at delegating.

We reviewed the revision of the ILL code. We established an advisory committee for the ARL-CLR economics seminar and discussed in some considerable length the concept of a consortium for electric publishing. There seems to be a very considerable amount of support. We have more discussions to follow on that. We reviewed the financial reports of the Association. Things are as tight as they have been for the last several years, but I am pleased to say we remain in the black in the budget projections, thanks to Duane and his staff and the analysis by G.P. Graham. We are right on target with the balance of expenditures and revenues.

We certainly heard from and conferred with Paul Peters on the program priorities for the Coalition for Networked Information and the Strategies Report of the HEIRA Alliance.

As you know, the Board reviewed considerable amounts of outstanding proposals from the Office of Research and Development, working with various Program Officers to advance proposals for priority projects.

You heard a report on the ARL University of Chicago Preservation Plan Conference received from Bill Studer, an excellent report. The report of the task force on minority recruitment was discussed at length with Joe Boisse and the Board. The Board was delighted to approve that report, and it will be distributed to you shortly following this.

It is a studious association, and we are working with staff and committees to determine ways of creating action programs in support of the recommendations of that task force.

That pretty much summarizes the Board's activities. I put it to you earlier, but I will repeat it again. It is good news. We did elect, as the by-laws permit, our vice president/president-elect for '93-'94, who will be John Black.

We then heard reports from the nominating committee. Susan Nutter, will you please present that report to the Board of Directors?

REPORT OF THE NOMINATING COMMITTEE AND ELECTION OF ARL BOARD OF DIRECTORS

Susan Nutter
ARL Vice-President/President-Elect
North Carolina State University

MS. NUTTER: I am pleased to give the report of the nominating committee, whose membership includes Margaret Otto of Dartmouth College and Tom Shaughnessy of the University of Minnesota.

First, I will note that, in response to the concerns expressed at the ARL Business Meeting a year ago, the ARL Executive Committee of the Board took action to modify the use of the paper ballot and to encourage members or member participation in the election process.

As a result, the ARL policy manual has been updated to include the following two paragraphs, and I am quoting. First, the Board "decided that in the future the wording on the ballot shall read floor nominee and that the ballot shall not be mailed in advance but held for distribution onsite, if needed, to accommodate additional nominees."

And second, "Any member of the Association may make suggestions for nominees, including themselves, to the president, vice president, or any other member of a nominating committee. Such suggestions are welcomed at any time of the year. However, the nominating committee usually conducts its work in July and August to submit a slate in time for the 30-day deadline prior to the October meeting.

"Next year the nominating committee will also issue a formal call for nominations following the May membership meeting." Such a call for nominations was made, and I am delighted to report that the committee heard from almost half of the membership and wants to thank all of you for such interest and assistance.

You provided us with more than enough advice to complete our work. In selecting the slate, we took into account all the concerns you expressed, as well as issues listed in the ARL policy manual, and I will repeat them so you know we did address them. These include personal diversity, geographic diversity, diversity of institutions, experience within the ARL organization, and willingness and ability to serve.

That said, the 1992 nominating committee reports that the following directors have agreed to stand for election to the ARL Board of Directors: Dale B. Canelas, University of Florida Libraries; George W. Shipman, University of Oregon Library; and David H. Stam, Syracuse University Library.

Are there any nominations from the floor? There being none, may I have a motion to move the slate recommended by the nominating committee?

VOICES: So move.

MS. NUTTER: Thank you. All in favor say aye.

VOICES: Aye.

MS. NUTTER: Any opposed, say nay. Any abstentions? Congratulations to Dale Canelas, George Shipman, and David Stam.

DISCUSSION OF 1993 DUES

Arthur Curley
ARL President
Boston Public Library

Duane Webster
ARL Executive Director

MR. CURLEY: That was easy. We normally, at this time, go to the report from standing committees, but because of the importance of the proposal we have before us, we would like to move it up to this point in the agenda. I will place it before you.

I trust that everyone did receive the report from the Board of Directors, over my signature. The mailing was September 11th, in which the Board of Directors and I have explained the component elements of the dues proposal we recommend for the coming fiscal year.

It is a recommendation to establish the dues for 1993 at the sum of $12,000. This would be an increase of $1,600 from our present dues level. No one likes dues increases, including virtually every member of the Board of Directors.

I can assure you we are not unmindful of the difficult fiscal straits in which many of you back home find yourselves in your institutions. I think it is fair to say that the pain that that represents is more than amply represented on the Board of Directors.

And, yet, we really do feel that the proposal we bring before you is the only responsible proposal that we can make in light of the programs that you, the members of the Association, have mandated in light of very, very active program ambitions of the Association.

I do not want to belabor elements that were included in the report. In addition to the obvious role of inflationary adjustment, which we have attempted to keep at an absolute minimum, the two major factors driving the proposed dues increase are, by far the greatest, the need to address the space situation that the Association confronts. The other much smaller consideration, which is consistent with what has been our practice, that dues increases must represent some formally authorized increase or expansion of program activity.

We did feel that we do have little choice but to respond as we did. To respond as we have to approving the portion of what was recommended to us by the committee on statistics, we note that the committee does have an excellent fact sheet on the topic.

But the space situation is the one that is driving our need to recommend to you the dues increase of the magnitude of $1,600. The Board has been considering this space need of the Association for as long as I have been on the Board, which is now, I think, five years, given my normal term and then my moving into the vice presidency and presidency of the Board.

Two years ago we moved on this issue in earnest, recognizing that at the end of this year we would encounter an expiration of the lease on the property, which we well knew was one that simply could not continue in any meaningful fashion to house the services, resources, staff of your association headquarters.

All of the members of the Board have spent time visiting the headquarters. I realize that many of you here have not been to visit the headquarters facility on New Hampshire Avenue. In many ways, that is fortunate. If any two of you arrive at the same time, we have to step out on the street in order to allow you to come in the door.

Of course, that is an exaggeration. We do have major activities sharing office space, and it is simply the kind of space that none of you back home would allow to be one in which your own staff would be expected to work.

VOICE: Speak for yourself.

(Laughter)

MR. CURLEY: Maybe we better show the slide show we have been holding in reserve as an ultimate threat. Truly, those of you who have visited the space on New Hampshire Avenue, I am convinced, must agree the Board has needed to address the various options that we have over the past several years.

We have considered a number of those options. I will ask Duane in a moment for specific detail about this. I am hoping, with great respect for the directors' list, that we have had a very responsible and extensive dealing with the issue, not that that in any way takes away from the need to discuss any questions that anyone has about the decisions that the Board has made and the recommendation that we are about to give.

We engaged the services of a space consultant approximately two years ago to analyze the program of the Association, to analyze the space presently occupied, and to make recommendations to Duane and through Duane to the Board.

We considered and explored varieties of possibilities, trying to gain an additional space in or adjacent to the space we have. These efforts simply did not meet with success.

We then retained additional services from space consultants to try to identify, both outside of the District as well as within, spaces that we deemed appropriate to the program activities of the Association.

Believe me, the space into which we are proposing to move is smaller than that which is proposed by the space consultants as what is needed, but, again, no one can expect to have everything that we need.

If we were to stay in the space that we now occupy, we would have to negotiate a new long-term lease. Any improvement of that space would have to be done at our own expense. It is very fortunate that this association several years ago began the practice of creating a reserve account.

The day will come when this association will acquire and purchase property for its use through what will be made possible at some future time by the reserve account. We are simply not at a point sufficiently along that path with a reserve fund to be able to do that at this time.

Clearly, we could recommend that we withhold contribution this year, or next, to the reserve in order to reduce the increase of the dues that the space mandates. We do not believe it is responsible. It is not the recommendation to you. The directors of the Association have the final say in this matter.

The Board is unanimous in the recommendation it does bring before you. We did attempt, through the listserv and follow-up efforts, to bring answers to the questions that have been asked. We, all of us, the Board and staff, are prepared to answer any questions and provide additional information as you require. Duane.

MR. WEBSTER: It has been a long process. We have been in this space for something like 25 years. This is space just off Dupont Circle on New Hampshire Avenue, in an old, converted brownstone, on two floors, about 4,500 square feet.

Over the time that we have been there, we have made adjustments. We have knocked out walls. We have moved in here, and shoveled in there. It has not been until the last ten years that the pressure on our space has become acute.

About ten years ago, under Shirley Echelman's leadership, we did look at the possibility of moving. We did a review of what was available in terms of office space and what our needs were at that time.

Our biggest concern at that point was functionality, how these two floors were very awkward to use as an office setting, because this was a residence that was converted to an office building. Thus, we have bedrooms serving as office space, halls serving as the library, and closets serving as file rooms.

At that point ten years ago, when we looked at this, we concluded that our alternatives were too expensive and we could not gain enough in the way of functionality to justify it. We

felt we could stay where we are now for some longer period of time and not be forced to move when the market was unfavorable.

In the last four years, there has been the addition of several new program capabilities. Office space that already was fully saturated now has to embrace the Coalition for Networked Information, with four additional staff people, and the Office of Scientific and Academic Publishing, which includes a full-time professional and a part-time student assistant.

We have had to add additional clerical support staff in support of the Coalition and the office. We have added the Office of Research and Development. With these additional programs and with activities such as the Visiting Program Officers, we have had to double up in offices.

We have had to put people into what you might characterize as closets. We have taken our one meeting room and divided it into space for three different people, so we do not have a conference room or meeting space.

We are piled very tightly into this building. And as Arthur points out, with the pending expiration of our lease, we began a review of how we are using that space and whether or not we could make different use of it, better use of it. We looked at whether we could expand in the building itself, whether we could expand to the building next door, or whether we had to move.

We retained the architectural firm of Davis and Carter to help us with that assessment. Davis and Carter, in looking at the 4,500 square feet we are presently occupying, recommended that we needed 13,000 square feet. Thirteen thousand square feet seemed impossible, so we ended up looking at a much more modest target of literally 6,000 square feet for the executive office and then a space that is about 2,000, approaching 3,000, square feet for the Coalition for Networked Information and the National Alliance for the Humanities.

So, we are moving the executive office, which now is in roughly just under 4,000 square feet, into roughly just over 6,000 square feet in this proposal. Davis and Carter identified our major need as providing adequate office space for the professional staff, adequate working space for the support staff, necessary space for conference purposes and meeting purposes, which is simply non-existent now, and space to put the communication computer.

I would say as an aside, the communications computer that the Coalition has been able to attract from DEC is now located in our supply closet without the proper ventilation and cooling necessary for it.

Those are the major needs identified. And in looking at our choices, they felt that, if we looked at similar type of space in an older town house type of setting, we should, at a minimum, look at a 10,000-square-feet space requirement.

We did look at that sort of space. We did consider some, but nothing came forward that seemed to meet our needs adequately. And after a fairly lengthy search of the older town house market, we concluded that a more efficient choice for us would be to look at renovated older-but-traditional office buildings. That part of the market seems to have the best prices in Washington currently.

There were some questions about what is different with the market in Washington, and this is an extraordinarily interesting real estate market. I spent the last two years getting much more familiar with it than I ever wanted to be.

The major driving factor in this market is the federal presence. Contrary to popular belief, the federal government has expanded in size dramatically over the last two administrations. The only administration in recent memory that did anything to control the growth in government employees was the Carter Administration.

VOICE: Bring him back.

(Laughter)

MR. WEBSTER: The most growth was during the Reagan Administration, and Bush has built on that growth. And as recently as two weeks ago, the GSA — the General Services

Administration — announced a major plan to acquire significant additional space in the downtown Washington area, which will result in even more pressure on the prices for real estate in this area.

We have found, over the last three years, that the biggest impact of the recession in the Washington real estate market has been that prices stabilized and owners have been encouraged to make available to prospective buyers incentives to move, without a decline in prices.

Where you get the decline in prices in the real estate market in the Washington area is beyond the Beltway. In the outer suburbs, we have had a dramatic drop in office space cost.

So, in looking at what is different about this market, we found that we are fighting a very big opponent, the federal government, in looking at space. They have maintained pressure on the market.

In regard to how we have assessed that market, we have used two different real estate firms. It is awfully hard to be satisfied with any real estate firm. We started with one, worked with them for the first half of the study and then moved to another firm who seemed to be more expert in the renovated office building market.

The firm of Barueta Associates had provided us with a great deal of research and analysis of this market and allowed us to look at a number of possibilities. I cannot tell you precisely how many buildings we have been in, but it was over 50.

And I can assure you that, in terms of understanding the market and picking a site that would meet our needs, I think we have examined all possibilities and have exhausted what is available on the market, and I will not review that process ad nauseam.

I think the questions we have gotten from members revolve around the question of need, the question of market, and the question of "why this place at this time?" The choice that we have come up with is a renovated, older building located on Dupont Circle, adjacent to the ACE, American Council on Education Building.

That is the key location for most of the higher-education associations in the country. This building is adjacent to it. On one side is the ACE Building, on the other side, the Metro. A prime location, one of the best spots we have seen in all the buildings that we have looked at.

We were able to negotiate, through our letter of intent, a very attractive rate in this building. The financial package is most attractive. It is a creative funding package, where we have been able to combine the incentive they offered us to move with the opportunity of buying down the rate that they are charging to make it what we think is a attractive rate, $24.63.

That rate is actually a few pennies less per square foot than what we pay now. With a small inflationary adjustment as a result of this long-term, 11-year agreement, we are in a position to negotiate with the owner.

That rate, $24.63, is better, to my knowledge, than any other rate per square foot for associations comparable to ours in this area. I asked Pat Battin if I was able to share with you folks the Commission rate. I will say that our rate is comparable. The Commission pays a few cents more, but, in fact, you know, it has recently moved to the National Wildlife Center, and that building is offering a very attractive space.

I looked at other association rates, for example, the Council of Library Resources, and I can assure you that this is a better rate than you would find in other settings.

This building also, I might say, in addition to a good financial package or prime location, is in a very attractive building. When it was first opened, it won a number of architectural awards for distinctive design. It is called the Euram Building; it is a brick-and-glass, dramatic, and triangular-shaped building, with a relatively small footprint, the size of each floor around 6,000 square feet.

But each floor is different — for example, the sixth floor is around 5,000. We feel that the space that we have extended a letter of intent to secure is flexible in terms of how it meets our needs. We think it meets our immediate needs, and we have negotiated with the landlord for an option to expand space if we need to expand space after five years.

On the other hand, if after five years the Coalition for Networked Information were no longer in existence, for example, we would be able to give back their space, and the owner would resume responsibility for it.

So, this is space that we feel adequately meets our immediate needs and has some prospects for future growth. In terms of where we stand in the negotiation process, we have been engaged with lawyers, architects, agents of the building owner, and our real estate agents over the last six weeks in intensive negotiations.

They presented the lease. We have provided almost as many comments as the lease was long. We have gotten a revised lease back. It is approaching our requirements, and our requirements include this financial package I described to you as well as flexibility built in the use of the sixth-floor space.

If we are able to, we will be presented with a completed lease negotiation early in November and at that point would be prepared to sign it, given proceedings here today.

But let me pause. That is probably more information than people would want on the topic. I have lived with this topic for the last couple of years. Can I give you more information?

VOICES: No.

(Laughter)

MR. CURLEY: Fatigue sets in. Always remember that, during the Vietnam Conflict, Russell Baker suggested that, instead of bombing Hanoi, we threaten to drop Hubert Humphrey talking into North Vietnam. Thank you, Duane. Are there any questions?

I do think it appropriate that, at some point, I should put the dues proposal in the form of a motion, but as long as the questions relate to space, please go right ahead.

MS. HOADLEY: They do relate to space. I heard all the words you said, but I still have three questions that maybe you can provide some very succinct answers to.

One, why is it critical to be within the Beltway if the spaces outside the Beltway are less expensive? Two, why did you only, I guess, look at renting space and not buying space? I would assume that was an option. There was no mention of that.

And, too, you have enumerated that what you needed was 9,000 square feet of space, and what I think I just heard you say was you are going to rent is 11,000 square feet of space. If you would like to explain that.

MR. CURLEY: I think I should. The Board has been intimately involved in this process. And first, Duane may correct me on this, it has been our impression that space outside the Beltway is not significantly cheaper in terms of our needs.

However, the Board has felt very strongly that ARL's presence within what some call the "educational ghetto" is extremely important to the role the Association plays. We may be wrong in this, but it is the Board and not Duane and his staff that have felt very strongly and directed that the search be not exclusively limited to that area but that a high priority be given to the possibility of being there.

We did look into possibilities of purchase. We, as an association, simply do not have the means of providing a down payment for such an undertaking. Duane, would you respond to the rest of the question?

MR. WEBSTER: We worked with the criteria the Board gave us. That criteria was that we look inside the Beltway and preferably within the Dupont Circle area. We were initially interested in whether or not we could go with a lease with an option to buy on an older town house and found that, because of the level of inefficiency that exists in an older town house, a decent space would require 10,000 square feet.

There are very few of that size available. Most town houses in Washington are running in the range of five, six, 7,000 square feet, not in the ten, 11,000-square-feet range. We are looking at 9,200 square feet, which is what we are required to pay for in the Euram Building.

The two floors that we are retaining are somewhat less than 9,000 square feet. It is around 8,000 usable feet, give or take a couple of feet. So, we are paying on 9,200 square feet in this arrangement at the Euram Building.

MR. CURLEY: I should point out that, because it is a question that has been asked before, we see this as a one-time dues adjustment. In fact, we are very impressed with the negotiations that Duane has conducted, and believe that he has been able to purchase for us significant protection against inflation through the long-term lease, as well as long-term benefits to us through what is called the buy-down provisions.

We think it is an excellent deal. We wish we could purchase a space. We want to. I hope that is what the Association will do. But we were unsuccessful in finding lease options available to us that were appropriate, and an outright purchase — it was simply not realistic. Are there any other questions on this topic?

VOICE: Will you put the question on the table?

MR. CURLEY: On behalf of the Board of Directors, I will propose to you that the 1993 dues of the Association of Research Libraries be established at the sum of $12,000. I suppose I could move it, but I think it is for someone from the floor to do so.

VOICE: So moved.

MR. CURLEY: Second?

VOICE: Second.

MR. CURLEY: Is there further discussion?

SPEAKER: I have heard this song so many times I can almost repeat it by heart. It seems to me when Johnson was Chair that we had the same pledge, and it was one-time dues adjustment. And after we tried to accomplish whatever it was, we would adjust the dues down.

The dues never seem to go down. I can remember the days when we used to take some pride in trying to keep the lid on this thing. We raised them one time, I think it was a hundred and fifty dollars, and they almost lynched us. Now, we are talking ten times that much.

What I guess I am pleading for is the fact that we cannot go on absorbing increases, charges, and dues from all sorts of consortia. Each library got hit with a big increase this year from OCLC.

I have not had a significant increase in my budget in seven years. I am not arguing with your need for space, but I guess I would argue about keeping the reserve, building at the original rate we settled on, because we have gone through three years of some of the worst economics we can remember.

I think there ought to be a downward adjustment in building that fund, because we have had to sacrifice other things. Building the reserve fund at the same rate while we are cancelling journals is a very hard thing to take.

But be that as it may, I wish there were more efforts on the part of the Association to be sensitive to the burdens of the dues. And the dues are by no means our major expenses. But as Senator Dirksen said, after a while you are talking about real money.

I wish we could scale our programs to meet what we can afford rather than trying to make ourselves afford whatever kind of programmatic commitment we decide to come up with.

As I say, I am not going to be here, but our dues have increased threefold in the last ten years. And I am not at all sure that was the spirit with which this organization started out. It

was started out to operate on a shoe string, just for the companionship and the benefit of getting together.

But I would hope in the future that the staff and Board would do what they could to keep this burden as small as possible, because I think it is getting out of hand.

MR. CURLEY: Thank you.

MR. BOISSE: We have now heard very persuasive talk about the need for space, and I agree these are rather cramped quarters.

Let me ask this question. What no one has satisfactorily explained to me is what would be the dire consequences of postponing the portion of the increase targeted for statistics?

MR. CURLEY: Clearly, this was considered. I would invite perhaps Kent or someone from the statistics committee to speak.

MR. HENDRICKSON: I will try. I think somebody has said I am rather pleased that statistics has actually raised excitement. (Laughter)

I think the issue is primarily the whole area of statistics has become more programmatic recently. We have more demand from the membership. We have more demand to respond to the outside, particularly other areas of higher education.

Most recently we were contacted through CHEMA, Council of Higher Education Management Association, asking about performance measures for research libraries.

We have responded to the need to expend more time with those outside groups. We need to work with them on programs and to develop programs and initiatives that are going to be important to preserve a place of academic libraries and to promote the role that our statistics do play.

My own view about delaying the dues increase is that we will lose ground and we will lose part of that portion that we have so far established. A lot of the work that goes into the statistics committee is done on a voluntary basis by consultants who are paid at a very low level. I think we would just be losing a beat in not keeping the pace if we do not go forward right now.

MR. CURLEY: Many of you are aware that Sarah Pritchard, who functioned as the Associate Executive Director, was in effect being our program officer for statistics. We have lost her, and Duane, therefore, must make adjustments.

The Board listened to the arguments of the statistics committee. We were much persuaded, and the focus on assessment and measurement is one with which our institutions are more and more forced to come to terms. And we were persuaded.

It is the only program enhancement that we felt we could possibly recommend to you in this year that space needs dictate so large an increase. But we truly did feel that postponing it would not be in our best interest. It is your association.

If no one comes to the microphone, I would ask that those who are in favor of the proposed dues level of $12,000 please say aye.

VOICES: Aye.

MR. CURLEY: And the negatives say nay?

VOICE: Nay.

MR. CURLEY: Abstentions? The motion has passed.

BREAKFAST PANEL DISCUSSION

THE FUTURE OF RESEARCH LIBRARIES IN THE UNITED KINGDOM

OPENING REMARKS

MS. SHARROW: We have a fairly significant program here, and we will have three speakers. I will introduce them, they will each talk for about 10 minutes, and then there will be some time for questions.

I'm very pleased to introduce our three British colleagues for a report that is called "Future Expectations for Research Libraries within the United Kingdom." The three gentlemen with us today are certainly no strangers to ARL. The growing relationship between SCONUL and ARL has afforded us opportunities to share experiences. The joint meeting in York in 1988 was a very special time for North Americans to see firsthand the research library situation in the United Kingdom. Many of you have expressed an interest, and I think your presence here this morning shows just that, that you would like to keep up with what's happening in Britain with research libraries. Yesterday, Arthur Curley introduced the four SCONUL participants who are here with us in Washington. I particularly want to note that Gillian Pentelow is in the audience. She is the secretary of SCONUL, and she has brought a publication, *British Library Information Guide* Number 13. It's not only a particularly interesting guide to the British Library but also, for those of you that have faculty that use them, United Kingdom research libraries. It has a lot of information, all kinds of things that I think your faculty would be interested in having, and you might want to put it in your collection.

I'm going to introduce our speakers in the order that they are going to appear. First, Michael Hannon, who is currently the Director of Libraries at the University of Sheffield. Michael has a distinguished career in which he has served as a special consultant to Nigerian libraries, special advisory to three Egyptian libraries, as well as currently being the co-director of the British Academy's research project, entitled "The Transmission of Ideas in the 17th Century."

Fred Friend is an old friend of ours. He is the librarian at the University College, London. He has held positions at the University of Essex and the Universities of Nottingham, Manchester, and Leeds. Fred is, as we know, interested in the changes that are happening in libraries, particularly access, electronic publications, and document delivery.

And finally, last but not least, is Geoffrey Ford. Geoffrey has held various positions in the Universities of Durham, Bristol, Lancaster, and Southampton before taking up the post as university librarian at Bristol in 1990. He has published over 40 articles, reports, and books, as well as serving on the *British Journal of Academic Librarianship*. He is managing the statistical base at SCONUL.

I'd like to introduce you to our British colleagues and let them tell us what's going on in the U.K.

BREAKFAST PANEL DISCUSSION

THE FUTURE OF RESEARCH LIBRARIES IN THE UNITED KINGDOM

Panel:

Michael Hannon
University of Sheffield

Fred Friend
University College, London

Geoffrey Ford
Bristol University

MR. HANNON: Thank you very much, Marilyn. First of all, on behalf of my colleagues, I'd like to thank ARL for their tremendous welcome and hospitality. I have ten minutes to tell you something about the research climate in Britain in the 1990s.

It's government policy in Britain that one in three school leavers should enter higher education. At present, it's something like one in five, but we have to cope with a huge expansion within the existing higher education institutions. Earlier this year, government decided that 38 polytechnics would suddenly become universities overnight, so the university sector has grown dramatically. We have enormous competition now between all these universities, and do remember that in Britain, every university except one is state funded. Or should I say state underfunded? And if you want to know what the one private one is, it's the University of Buckingham.

All of these universities must become dramatically more accountable for the quality of their teaching, the quality of their research, and for earning themselves out of their underfunding. Hitherto, the state has been very kind to all undergraduates by offering them relatively generous grant support. It has now been decided, as a matter of national policy, that that level of support will be frozen and there will be rather low loan finance for students. The position for undergraduates is becoming more like that in North America. So how does government intend to make the policy work? The Tory government has decided to create a market between all these government-funded state institutions, and literally every university every year has to bid for so many students in each academic area. A national guide price is issued, and each university has to bid for so many students at or around that guide price. Accountability means quality audits; every university is going to be audited for the quality of its teaching, and those results will be published nationally. Old universities will have to compete with the new, to drive down unit costs, and to open up what is seen to be the "ivory towers" of the older universities. And we are now finding a real challenge to the principle that university teaching should be research-led.

We are told that student-centered learning is to be the new philosophy. I think you know what student-centered learning is all about here. You have been doing it for some years, I'm sure. My students in Sheffield are a fairly blunt lot. They have come up with their own acronym. This is the Sheffield acronym for student-centered learning. The first two letters are Anglo-Saxon for "kindly go away." The second two are "find-out-for-yourself," so FOFO is all the rage, certainly in Sheffield.

Now about making the policy work in the area of research. There has been a dramatic reduction in the amount of direct state support for basic research in the universities. And again, competition for these resources is the watchword. We are seeing rather more funding for

research being directed through a number of Research Councils in Britain, and these Research Councils will increasingly allocate not only the direct cost of research but the direct overheads that go with that. Again, regular audits are being conducted of research quality, judged largely by publications, and we have seen recently an alarming flirtation with bibliometrics. Citation indexing occasionally comes into the picture, and I'm extremely worried that bibliometrics may somehow achieve a credibility that it doesn't deserve.

Our academics, of course, are being driven to publish more and more, so academic publishing is very heavily supply-side driven. It makes life extremely difficult for librarians who are having less and less money to actually buy these publications. There are five grades of research quality. Grade one is barely perceptible. That means you get no funding for research if you are that bad. Grade five means that you are good by any measure on the international field. You get better funding, but not the funding you deserve.

So what are the implications for finance? How is government actually making this policy work? Every year, our institutions are regularly underfunded by 1.5%. That's certainly the case this year — when government decides how much you need, it then reduces the total allocation by 1.5%, the so-called "efficiency factor." In other words, we have to do it cheap. Institutions who maintain quality but reduce unit costs will be rewarded. And capital funding, although there will be some for new buildings, will only be forthcoming if you can prove that your use of existing buildings and space is at such a level that new buildings are required.

There is a determination at the national level to break the national salary scales for all university staff. We are having more performance-related pay coming into effect. There is clearly a determination on the part of government to break tenure. We see rather more fixed-term than rolling contracts for staff. We see an increasing devolution of budget responsibility to academic departments, and somehow academics are expected to become managers. We are seeing a reduction in the proportion of what I call "institutional top slicing" for central services. I'll come to that in a second.

What are the library implications of these policy changes? Stretched staff-student ratios means that students are descending upon our libraries in hordes. Student-centered learning, or FOFO, certainly, in our case, is more of our response to economic circumstances than a carefully thought out academic strategy. We are seeing massive demand for longer opening hours and a huge volume of transactions. With a limited library staff, we are finding that their efforts are being diverted from research support simply to keeping the great machine rolling. The reduction of direct grants for students means they are less able to buy books for themselves, so increasing pressure upon the library, as perhaps you are beginning to realize, as well as the high cost of research materials, is squeezing support for teaching more and more.

On the research front, traditionally, libraries have been relatively generously supported by their institutions, but now we are finding it increasingly difficult as librarians to fight for those resources. We have the problem of ever-increasing inflation on books and periodicals. We have exchange problems against the dollar and, particularly, against the deutsche mark. We are beginning to see academic departments having direct control of their own budgets, and it looks to me as if, quite soon, academic departments are going to decide how much library service they want to buy from us, so the library as a centrally funded good is being challenged. This is going to make future planning extremely difficult, and particularly, long-term collection development is going to be — I think "fractured" is the word that applies. We have this new ethos of competition between universities, but our vice chancellors or presidents are turning to us to cooperate. Our institutions compete, but the libraries must cooperate. I had a discussion with my own vice chancellor earlier this year. He said, "Michael, why on earth do we have two law libraries in Sheffield and two business libraries in Sheffield in the two universities?" My immediate reaction was, "Vice Chancellor, why do we have two universities in Sheffield?" I hadn't the nerve to say, "Why do we have two vice chancellors?"

Now, how are we meeting the challenges? We have had established very recently a new National Review of Research Libraries in Higher Education under Professor Brian Follett from Bristol University. This is a response to the ever-increasing problems of inflation and all the other problems that librarians keep learning about, but it looks to me as if Follett is going to

recommend, among other things, heavy investment in SUPERJANET and in data sets. I suspect that all university libraries will be designated as a common national resource with open access. I'm sure there will be new standards for space and levels of service. I suspect the new norms for space will be rather less generous than they have been hitherto. I suspect we will see a requirement that academic services should converge, and we may find ourselves having to set up contracts between libraries around the region or around the country so that one specializes in one subject. I think regionally we will see the further development of existing consortia.

On the automation front, we have two cooperatives — BLCMP and SLS. We shall also see new consortia: in Manchester, a new consortium is being established — "CALIM" (Consortium of Academic Libraries in Machester). We shall see further development of Library and Information Plans (LIPs). In Sheffield, for example, we have "BLISS" — the Board for Library and Information Services in Sheffield. We have also celebrated the 60th anniversary of SINTO — the Sheffield Interchange Organization. Our latest initiative in Sheffield to beat the challenge is "BLzeBUS," our version of the Gutenberg Express, which buses academic staff and research students to the British Library Document Supply Centre at Boston Spa.

I cannot resist the opportunity of telling you about the Sheffield-based Hartlib Papers Project, which is a new technology response to some of the types of pressures we are experiencing at the moment. It's a project to transcribe 25,000 seventeenth-century manuscripts held in our library. We have transcribed some 20 million words into a database and shall be publishing this, alongside digitized images of the originals, on CD-ROM next year.

FRED FRIEND: Good morning. My task is to move on from the situation that Michael described to talk about the effects of that kind of situation upon changes in scholarly communication. What we are finding is that we have a lot in common with you, such as the pressure upon budgets, particularly, of course, the serials pricing problem. Even a very strong institution like mine in the kind of situation that Michael described is only likely to get an increase in grant funds of about 4%. And that, of course, compares to a much higher increase that we are experiencing in the cost of materials.

In the ARL newsletter a couple of weeks ago there was a letter from Blackwell's that more or less said that, in the United States, you are experiencing very high inflation — 20%, 30% — but everything is not so bad in Europe. Well, please don't believe that. Because, even before the recent fall in the pound, we were told by Blackwell's that we were going to get about an 8% increase in prices. This is, I know, nothing near your increase but is still very much higher than, say, the maximum 4% that we are getting in grant funds, and with the fall in the pound, I'm pretty certain we are going to be nearer your levels next year. So that's one pressure upon the situation, pressure for change.

Pressure upon buildings is, as with you, a very strong pressure for change. Buildings are filling fast with little-used paper. And when I go to my provost and talk about the need for additional space, he comes back at me with all kinds of questions about why do we need more space. Why can't we discard all these old books that nobody ever reads? And this, remember, is in an institution with a very high research profile, very strong humanities as well as a science base, and yet these kinds of questions are being asked. He also asks, why do we need to collect paper when nowadays everything is available in electronic form? So there is strong pressure for change coming from the building situation. It's also pressure for change coming through the kind of accountability that Michael talked about; within-institution people are asking, how important is the library? What do we get for the large amounts of money that we put into the library? How many faculty members actually use the library? These kinds of questions are being asked.

In terms of accountability, this whole situation is bringing about pressures for changes. Now, how are we responding to that kind of change? And again, our responses sound very similar to yours. Of course, the details are different. But, in terms of the serials problem, we are entering into dialogues with publishers, SCONUL has a serials committee that organizes seminars, and there are United Kingdom and European serials groups. They organize conferences at which we meet together with publishers. As with you, we tend to differ in our

approach to publishers. Some, like myself, take a very hard line with publishers. Others say, well, we must try to get to understand that position first and then you know, maybe then we take a hard line. But the important thing is that we are now in the last couple of years entering into a real dialogue with them, and they are increasingly understanding our situation. I think it's very important that we continue to collaborate with ARL on this kind of issue, because these kinds of problems are international. When we speak to publishers, we must speak with a combined trans-Atlantic voice.

We are also regularly in dialogue with our own administrators. I was very interested to read RLG's preferred futures documents. I showed it to my own provost, and he agreed that that's the kind of dialogue we need between librarians and university chiefs in the U.K. We are thinking about how we might take that dialogue forward. The mechanisms for dialogue with university administrators tend to be a mixture of national discussions and local discussions. I'm regularly in discussion with my own provost about these kinds of problems and about our response to them, but also there are increasingly national approaches, such as HEFCE library review that Michael referred to.

We have nothing on such a big scale as the Tulip project, but there are a number of interesting things going on. For example, the institute in Bristol is producing something that's delivered in paper and electronic form. The feeling is that we try the electronic form, whether the institution wants it delivered or whether they simply pass it on to the users. That kind of thing will be explored through this electronic journal project. SUPERJANET is our new network that will come into operation early in the new year. As part of that, a group of publishers have proposed that several electronic journals should be delivered over SUPERJANET. That comes, I think, closer to the kind of Tulip approach. But at the moment it's very vague and isn't as far advanced as Tulip.

Also, we have a man called Sir Peter Swinnerton-Dyer, who was formerly the Chief Executive of the University Funding Council. Therefore, as his views are listened to, he has taken a proposal to the Royal Society that there should be a big electronic journal publication effort. Again, a lot of talk, not much actually happening. We are also engaging in trials of document delivery. A year ago I bought the ARIEL software, and we have it working at University College, London. Boston Spa also bought it and has been playing with it. The time at which we will actually start using it will be early next year, when it's likely to be one of the first applications for the SUPERJANET network. The people behind it are asked to get applications that it's worth funding SUPERJANET, and they are looking for about 10 projects, two of which will be library projects. One of the library projects will be document delivery using ARIEL between seven selected sites, so again, we are a bit behind you in that respect. I know many of you got ARIEL up and running long ago, but we are moving in the same kind of direction.

We also are trying out various other document-delivery suppliers, and I tend to see it in a market situation that we will be purchasing document delivery from a number of different suppliers. You may have heard about the agreement between CARL and Blackwell, which could be very useful to us in the U.K., and I'm trying out the OCLC document-delivery system. We are trying various ones that give us this money, as part of the response to the pressure that we are facing.

Increasingly, also, there is talk in the U.K. over university control of the public response, the triangle approach that you have here. And at my own institution, interestingly—and this was not my initiative — the initiative came from the college finance people, who proposed changing our financial regulations in order to ensure that academics do not give away copyright to commercial publishers. That proposal is still under discussion. The academics have resisted that proposal in our financial regulations, but I think some kind of compromise will emerge. Whereby, the control over the publication rights is shared between the institution, the individual, and the commercial publisher. So, that kind of initiative is beginning to happen as it has here.

One thing that I forgot to put on this list that is extremely important and that we discussed yesterday in Sheila Creth's workshop is how far these changes in scholarly

communication are going to affect changes in the organization of libraries. I myself am trying to shift more resources from collection building into access. And I'm sure that in time those are going to have a big impact upon the organizational structure of U.K. libraries.

We have covered a lot of ground, so perhaps I ought to stop there and let Geoffrey have a go.

MR. FORD: Good morning. We have heard some doom and gloom from Michael about our general scene. Sounds like yours, doesn't it? And we have had from Fred some responses to try and at least limit the amount of space we devote to libraries. I'm going to talk about evaluation of academic libraries as it's been going on in recent years in the U.K. We could go back to the 1940s for the beginning of this exercise. I don't want to go through the history, but names such as Maurice Line and Graham Mackenzie, names familiar to you from your readings, have had a lasting effect on evaluation.

We have run through the whole spectrum of techniques, like you have. Somewhere, sometime, someone has done operations research, systems analysis, PPB, even MRAP. Any other set of initials; we have been there. We have seen it, and we have bought a T-shirt. These methods, as you know, all have a number of things in common. You start by determining your objectives, you consider your options, set your targets, get your achievement, and then go around again.

We have in SCONUL taken on a small role in educating our users. We have been collecting statistical data for years, first on library finance, more recently on library activities, and we publish this regularly. We are quite certain that the data we collect is statistics and management information, nothing else. We manipulate some of the data and publish ratios, along with the raw statistics. The sort of ratios I mean are like interlibrary loan success rate. The average for the U.K. is about 90%.

Michael went into the space norms earlier. There is an official space norm in the U.K. For every full-time educational student, you should have one-sixth of a seat — one-half of a seat if it's a law student. It does work out to about that. There is one seat for every six students. But the balance between institutions is not perfect; we count the occupation rate every few weeks, and the average occupancy is 35%. If you arrive in May, you will have to sit on the floor. Some of the ratios can be treated as performance measures. We in SCONUL in the last year have produced a Guide to Performance Measurement. It's not meant to be a full-scale manual like the VanHouse-McClure document, which ALA published a year ago. It gives some examples of measures, how to use them, how to measure them, in fact, and what not to do with them. We are supposed to be publishing it next month.

Now, there is another organization that has been working on these lines — the Council of Polytechnic Librarians. The 48 polytechnic university institutions became universities recently. This year we have produced a joint questionnaire so that we are collecting the same data and using the same definitions. The first fruits of that will be seen next year. They have gone further in SCONUL by proposing a framework for library evaluation, and I want to spend a little time just going through these concepts with you to show where we are.

It starts off by saying that in a library there are a number of activities and they can be grouped in a number of ways — we are all experts in classification. We all provide stock in some way. We provide access to documents. We have information services. We have study facilities, and then we have other services that vary locally — some people are responsible for printing and design, while some have A/V production facilities. We have very low income-earning facilities. Some of us charge for photocopying and put the money in the slush fund. We also do other things that you are doing, such as business information services. A major activity in libraries is managing your own operation. You must not forget that, even though there is no product, we contribute to the management of our institution in various ways, hopefully productively.

The next element in the evaluation framework is the basic data; a lot of this comes out of statistics. But we all have customers, and we have various bits of data about them. We

have institution objectives, we hope, and the main one, of course, is balancing the books, but there are more high-standing ones than those in our charters.

We, of course, have library objectives. And we have various inputs and outputs that can be measured in a variety of ways. One in particular with which we measure our inputs is staff hours. It's much more useful, as you know, to know how many hours of labor you have rather than what it costs. So having obtained your basic data and your list of activities, what criteria do you use for judging your effectiveness? Well, each service can be judged against the criteria of relevance, the mode of delivery, its effectiveness, its cheapness, its cost efficiency, which is slightly different, and finally, the staff efficiency. Now, using this combination of activities, base data, and criteria, you can get about 150 indicators of performance in your library. There is no suggestion that you should measure these yearly and publish results, but it is a useful framework that helps to emphasize, once again, the importance of library objectives.

Now, in the last three years or so, there have been some stirrings of desire to define a single measure that will encapsulate everything about a library. I know that at least three people have attempted it: an administrator interested in decreasing costs, an academic statistician interested in research, and a librarian. I'm not sure what their objectives were, but of course, the overriding objective is to produce a method of comparing libraries. We have no equivalent to the ARL rankings, let alone anything like the comprehensive tables that I see in *U.S. News and World Report*, until last week. Those of you who read *The Times* newspaper may have seen a ranking of universities on the 12th of October. You will see that, as in the United States where Harvard is "number one," the number-one university in Britain is also in Cambridge. Now, as a statistician I have a healthy skepticism of compiling tables. But as a library director I should use them whenever I can. Of course, from our institution's point of view comparing libraries is irrelevant. What really matters is how well we contribute to our institution's objectives.

To sum up, up to now, we have obtained a lot of statistical data — some random, and some analysis. There has been some serious thinking about principles. The spur to more systematic application of these principles is coming with the development of strategic planning, within universities and within libraries. In some institutions, I'm glad to say, the library has its strategic plan. In Michael's university, the university has its goals. Now, somewhere along the line, we are going to have to educate not just our own staff, but also our faculty, in the issues central to the support of learning. The dialogue has to help us evaluate our services with the users in mind; and also, we hope that the faculty will start questioning their practices. Now, we are setting out on the long yellow-brick road, if you like, but I hope that one day, somewhere over the rainbow, we shall get a measure that the faculty will agree is the true measure of scholarly research. Thank you very much.

MS. SHARROW: Thank you very much. Questions from the audience.

QUESTION: Is the government generously funding the Boston Spa operation as support for the libraries, or is it also cutting back there as well?

MR. HANNON: Well, the short answer is no. The government is not funding the British Library generously, but there is a lot of internal debate going on within the British Library as to the role of Boston Spa. Some people see Boston Spa developing almost as a separate commercial entity. There is a strategic plan to publish in a month or two, which I think will try to define more clearly what the role of Boston Spa will be. All British libraries are under pressure, and increasingly the Boston Spa side is seen as being the income-generating side for the rest.

QUESTION: What is the role of the British Library in terms of projected support for research and education? Is there any emerging national policy that would coordinate the British Library with the university libraries?

MR. HANNON: I think the answer is probably not, really. There is a lot of fine talk about the British Library's role, but it's having to fight for its own funding. What will be interesting is what comes out of this new National Review of Library Provisions for higher education. I very much hope that it will stress the importance of a British Library in the research communications at work.

PROGRAM SESSION III

MEETING THE CHALLENGES OF A CULTURALLY DIVERSE ENVIRONMENT

OPENING REMARKS

MS. NUTTER: Please note that we are putting our gift [gavel] from our colleagues to its intended use. I want to thank SCONUL again. I understand that we usually lose our gavel at the end of each meeting, so this is an appropriate gift, and we'll guard this more carefully.

Last night was truly a night to remember, and for that we are in indebted to Elaine Sloan and her committee, to David Stam, to the former directors whose presence enhanced the experience, and to the marvelous ARL staff. Please take a bow and enjoy our appreciation.

Having had a chance to preview this morning's programs, I have the confidence to say thank you in advance to our program chairs and speakers because I think that they will clearly uphold the standard already set. With that, I'm going to turn the program over to my colleague, Meredith Butler from SUNY Albany, who will chair this morning's program entitled "Meeting the Challenges of a Culturally Diverse Environment." Thank you, Meredith.

MEETING THE CHALLENGES OF A CULTURALLY DIVERSE ENVIRONMENT

Moderator: Meredith Butler
State University of New York, Albany

Speaker: Gloria DeSole
State University of New York, Albany

Panel:

Hiram Davis
Michigan State University

Jay Lucker
Massachusetts Institute of Technology

William Studer
Ohio State University

Gloria Werner
University of California, Los Angeles

Kriza Jennings
OMS Diversity Consultant

MS. BUTLER: It is my pleasure to welcome you to today's program, "Meeting the Challenges of a Culturally Diverse Environment." The goals of this morning's program are to increase your awareness of the actions you can take to increase diversity in your environment, to learn more about the diversity activities in which ARL has been engaged to assist its members, and to learn from the success of our colleagues as they discuss activities and programs that are making a difference at their own institutions and within their own organization.

There are many success stories, and I'll do my best to keep us on schedule this morning to allow time for some questions and discussions. But may I say that, if we run out of time, both Dr. DeSole and all of my colleagues at the table will be very happy to talk to you in person after the session and consult about issues and questions you might have.

Our program today has antecedents in our earlier discussions. I remember a particularly vigorous one, led by Jim Williams a number of meetings ago, of needs and priorities for diversity emphasis within the Association and within our own organizations. We experienced an immediate and active response from the Association with the creation of the minority recruitment committee and the hiring of Kriza Jennings as a diversity consultant and program manager at annual membership meetings. Particularly, our program on the impact of the changing demographics of higher education was a memorable one. Today's program also grows out of the firm conviction, perhaps best expressed by Bob Werner's "Point of Intersection" document for the University of Michigan libraries, that the library is a pivotal campus facility where all groups and interests intersect and that the library should be a haven for diversity.

Today's speakers and panelists will help us turn that conviction into a reality. It is with no little trepidation and some heartfelt humility that I undertake the intimidating task of introducing today's speaker, Dr. Gloria DeSole, to you. She knows well the tradition of

witty and eloquent introductions practiced by her peers. I mentioned Dr. DeSole's academic antecedents because they are extremely relevant to her role in employment planning at the State University of New York at Albany. Her years in teaching have given Dr. DeSole a grasp of complex and subtle relationships between the campus environment and the work of affirmative action. The rigors and traditions of the academy have helped shape her moral and professional vision of affirmative action and helped her understand that her work and our work is about transforming the institution to create the environment that encourages the promotion of justice and dignity for all of its citizens.

Dr. DeSole's portfolio includes working with faculty and administration to assist those hired to be successful. Through her vigorous involvement in every critical stage of the recruitment process, the representation of persons of color on Albany's teaching facility has gone from 6.9% in 1984 to 11.5% in 1991. This, at a time when institutions have lost faculty lines due to budget reductions. In each of the last six years, more than 60% of new faculty and professional appointments at Albany have been persons of color and women. Dr. DeSole assists all campus personnel to create a welcoming climate. Due in no small part to her efforts, our university has gone through rapid change, while maintaining a climate of fairness and justice.

She works, as well, on issues of sexual violence, most particularly working on campus programs to combat sexual harassment. She speaks nationally on social change with a particular focus on women, persons of color, and issues of sexual violence. Her work grows out of her profound commitment to social justice, her moral and intellectual vision, and her dedication to social activism. Gloria Steinem could have been speaking of Dr. DeSole when she said, "I have met brave women who are exploring the outer edge of human possibility with no history to guide them and with a courage to make themselves vulnerable that I find moving beyond words."

We at Albany have benefited enormously from Dr. DeSole's intelligence, remarkable administrative abilities, generosity of spirit, and unflagging optimism. I know you and the Association will as well. May I present to you a personal friend and a valued colleague, Dr. Gloria DeSole.

DR. DESOLE: Thank you for that daunting introduction, Meredith, and thank you to the Association of Research Libraries, particularly the Minority Recruitment Task Force, for the invitation to speak here this morning. I will not be speaking in any of the elegant traditions of the eighteenth century, but rather, I'm here to deliver an exhortation in the mode of the plain dealer, and I'm going to do it very fast, because I see a panel of extraordinary colleagues who will join me. As directors of major research libraries in the United States and Canada, you are the leaders in academic libraries in North America, and I'm pleased to note that on the issues of diversity in academic libraries, you are prepared. You have focused on the critical nature of these issues at your meetings. You have called on national experts. You have heard the demographics. I understand that Carol De Vita [Senior Research Associate, Population Reference Bureau] spoke to you in great detail at your 116th meeting in New Orleans. Thus, you are well aware that people of color are now more than one-quarter of the population.

Before the turn of the century, African-Americans, Latinos, and Asians will be one-third of the population of the United States. Clearly, libraries that do not have librarians, staff, collections, and a welcoming atmosphere of and for one-third of the nation will be hard pressed to define themselves as current. You have made a positive statement about the value of diversity for ARL libraries. You have asked your professional association to be very active. More than two years ago you set up a task force, and you have listened to its reports, participated in its surveys, and gone to its programs. You have called on the resources from the H.W. Wilson diversity grant. You have heard how your colleagues made real progress in diversity as they spoke to you in years past, and you will listen again at this meeting.

You know that almost 30 years have passed since the 1964 Civil Rights Act mandated that all institutions, including those of higher education, must not discriminate. And 20 years have passed since Lyndon Johnson's Executive Order 11246 required such institutions to take

such affirmative action to hire previously underrepresented persons due to either actual discrimination or the general indifference of the powerful.

You know that "business as usual" or, to be more exact, "recruitment as usual," produces little or no change. And we all know that race and gender in the culture at large are very real issues. The legal mandate requires that we take affirmative action to correct perhaps the inadvertent, nevertheless substantial, imbalance in the representation of people of color in the libraries of North America. If the perimeters of this discussion seem familiar, it's because many of us have been delivering these exhortations over the decades. You have indeed been listening for a long time. You are prepared. What, then, is left? As directors of libraries, you must now take positive measurable action at your own institutions. Use the real power of your positions to increase the numbers of persons of color within the profession and on your staffs, provide services and collections that address their needs, all our needs, and address the needs, thus, of our contemporary culture.

I know that you are well aware of the barriers, and there are major barriers: too few resources in these hard times, a paucity of librarians of color, the deliberateness of faculty colleagues, in general and particularly, around issues of change. However, feeling as you do that it is critical to diversify research libraries, you would do well to consider whether or not you are permitting those barriers to become excuses.

As we all know, the function of real leadership is the ability to make the right things happen and not just in the good times. Directors who are vigorous leaders — and we have a group on the podium — at the very least, see the barriers. But they do not experience them as reasons not to act. Rather they commit themselves to the struggle. They include others as they plan a course of action, but they do not let others, whether the others are reluctant subordinates or indifferent superiors, hold them back. They consider the difficulties and objections, and then they act; and in acting, they move us all forward. Just as library directors have the ability and opportunity to lead within their own libraries and model change for other libraries, such directors within institutions that have not realized an equity agenda have the opportunity to lead on their own campuses.

The library, particularly the research library, is the hub of the campus community. A clear agenda for change in the library illuminates the possibilities for change in the surrounding environment. The leadership I am urging you to exercise as directors is not charitable. It is in the highest self-interest of all libraries, but particularly of our research libraries, to reflect the diversity of our rapidly changing world.

Let's look specifically at three areas: atmosphere, collections, and staffing. It is essential that the atmosphere of research libraries welcome all of the populations you want the libraries to serve. Since you as directors set the tone, let it be well understood that you want your libraries to be a warm and responsive environment for the newer populations. It's particularly important in these times of increasing racial tension on our campuses, rural as well as urban, that the library be clearly and aggressively a positive, user-friendly environment for all patrons. Does the art — the portraits on the walls, the displays in the cases — echo and welcome diverse populations? Do your libraries' functions, including talks, Friends of the Library groups, events, trips, and so forth, include people and subjects reflecting the historically underserved populations? Do you make it a point to attend such lectures and functions yourself whenever possible? Does the staff, including the student staff, reflect the population of the university and of the area? We know it means a great deal to students of color when they more than occasionally see a face like their own at the reference and research desks. Do you offer support for creating a welcoming environment? Do you get donations from local businesses for affirmative action grants competitions in which you invite students to submit ideas for projects that would make the library more welcoming to students and staff of color. The point is that you as directors make your commitment clear and steady. Do something, and then do something else.

A number of libraries, like the University at Albany, have diversity committees. Such committees can engage in a variety of lively endeavors that encourage our primarily white staff to examine their own attitudes and reflect on their changing world. However, we cannot

expect everyone to be ready for change. We have made it our principle of action that we do not try to read hearts and minds. Rather, we hold each other to a standard of behavior that reflects our collective commitment to a just and civilized community. We have, in fact, a program called the Coalition for a Just Community, which specifically articulates that standard, and we may talk more about that later. If you have such a diversity committee, go to its meetings and provide leadership and direction. If you do not head your diversity committee yourself, be sure it's led by one of your most respected staff members.

On collections, I read in one of the many recent articles about Malcolm X that some of the difficulties surrounding the study of his political thought come from the paucity of original materials. No collected papers, as such, allow us to properly study this major figure. Would member libraries be courting his papers if he were alive in 1992? Are our research libraries currently seeking out the papers of men and women of color, particularly of the people whose writings may be politically problematic for some of us? Are we building collections around the changing populations so they can be well served now and in the future? Just as acquisitions librarians need to know the specialized market in any area, so too do they need to know the sometimes marginalized publishing world central to the acquisition of some ethnic materials. Your 1988 mission strategy adopted by the Board of Directors notes that "[r]esearch libraries have a responsibility to anticipate and prepare for the information needs of the present and future users." Of course, you must have librarians on board who can lead in the full range of possibilities.

Which brings us to the third and last item, librarians themselves. As I said earlier, it is in the highest self-interest of research libraries to be staffed by librarians who are African-American, Asian-American, and Latino, as well as white. It's in the highest self-interest that professional and support staff include the strong presence of people of color. Certainly, as I noted earlier, student staff must represent the diversity of the student body, and we might ask them what might make the libraries more welcoming.

I am recommending here that you personally make your keen interest in the success of adding men and women of color to your library, faculties, and professional and support staffs well understood. Talk about diversity issues, affirmative action, and social change at faculty meetings and whenever you make public statements. Get comfortable with the language. Make your commitment public, discussable but firm. Tell those who lead searches that you wish to meet for a few minutes with every search committee on this point. Instruct search committees that you will accept no applicant pools that do not contain applicants of color. Ask for the reason in writing, over the signature of every member of each search committee, if the qualified person of color is not the committee's choice. Be ready to override the committee's choice on occasion.

Since diversity in all parts of library staffing is a need of most libraries, a candidate's ability to meet that need and thus add to the strength of the library is a perfectly legal and appropriate item to add to your list of qualifications. Put in a positive phrase like adding to this library's goal of increasing strength as a bona fide occupation. Talk to the most respected and smartest members of your staff or faculty either alone or with a committee to get them to locate good candidates of color who might join with a faculty, and go to your president and make the case for adding one or more persons. Consider the extraordinary need at this time.

One model for this discovery process, in addition to vigorous recruiting on regular lines, is the TOP, or Target of Opportunity endeavor. The TOP candidate has an entry into service in the university library that is part of an ongoing effort to add librarians of color, if such persons are currently underrepresented in the library's faculty or staff. This recruitment device is another entry into institutional service. However, once the person is appointed, he or she follows the regular procedures for reappointment and promotion. Well, there aren't enough librarians of color out there. We all know.

Otis Chadley, in a May 1992 article on the current state of cultural diversity in U.S. academic libraries that appeared in *College and Research Libraries*, noted that "the recruitment of underrepresented minorities represents a significant challenge." Currently in ARL libraries, 870, or 10%, of all positions are held by librarians of color. Four hundred and

twelve are Asian-American; 272, or one-third, are African-American; 125 are Hispanic American; and 11, or 2%, are Native American or Alaskan natives. The situation is not more promising as we consider the composition of the student body of the current ARL libraries. Four hundred and four students in Fall 1991 were African-American, 252 Latino, and 25 Native American.

The ARL has taken an active role in this crucial area, but if each of you personally would recruit one person of color into the profession, you could easily double the number within a short time. You are, of course, the gatekeepers in this profession. We know that people are most likely to encourage those who most resemble them. We mentor within race and gender. I urge you to consciously break that pattern. I know there are substantial explanations available telling us why persons from underrepresented groups might not wish to follow in your footsteps.

Why should people of color at this time choose librarianship as their profession? Well, you were drawn to it. You had your reasons and have your reasons. Understand that you can do the same. Your excitement can be catching. What I'm asking is that you personally present some education on careers in your profession among people of color. It may not be easy, but it's imperative to ensure that gates swing open to those who have been outside but may wish to consider entering. Go to high schools. Speak in public libraries. Speak in your own undergraduate institutions. Maintain, as well, active contacts with colleagues in your library schools, or if other library schools are more congenial, go there. But do your fair share to open the world of libraries to students who might thrive there.

Finally, develop your connection within this world. I urge you to get to know your affirmative action officer. If that person is helpful, let her or let him know of your readiness to act in this area, and ask for some specific advice and assistance in coming years. Link up with a sister library. Make connections with librarians in historically black institutions. Don't raid, but make exchange programs happen. If you choose to develop a committee to carry on this work, give it resources and hold it accountable for recommending specific, achievable goals. Attend its meetings on occasion. Make use of the materials available through the Association's H.W. Wilson foundation grants. And I speak specifically of the cultural action and minority recruitment.

Most particularly, I encourage you to take advantage of the presence of an excellent resource, Ms. Kriza Jennings, who, as you know, is available through that grant. Look for her article in the *ARL* newsletter in November 1992. Within ARL and other professional organizations, ensure that diversity issues are always included in every session or on every occasion. In fact, I recommend that you explicitly address the question, "How does attention to diversity issues relate to almost every subject you consider?" Institutionalize affirmative action in your libraries. Ensure that significant numbers of people of color are in the middle and upper levels of management for the contributions that they can make there and for the message that they send there about the future of people of color in your libraries. Review the criteria for promotion and tenure to ensure that, whenever possible, a person's success in augmenting or developing strength in your university is recognized. With your top staff, plan for orderly, systematic change over the next three years and then five years. Make your plan known, discussed, and understood, then make it happen. Ensure that success in affirmative action is an explicit item in every performance program for all of your people. Work with them to develop explicit criteria so that you will know what success looks like when you see it. Add that item to your own performance program and discuss it with your president or vice president.

Well, how do we make our predominantly white libraries user-friendly for the populations? How do we educate ourselves and those we work with? How do we develop this? The solutions, as I said, are simple, but they are not easy. I'm exhorting you to stop being patient about your issues. In what other area that you define as a critical need would you be satisfied with so little progress over the years? If you haven't begun to take leadership on diversity, get started. If you have begun, do more and take hold personally. Make your plan public, clear, and urgent. If it feels like it's risky, take the risk. There is a much greater risk in 1992 in doing nothing.

I look forward to meeting with you individually. I look forward to finding out what you are doing and what works and to be of assistance to you, if I can.

MS. BUTLER: Thank you Gloria, for those empowering words and a wealth of ideas that I think many of us have, can, and will put into practice.

I'd like to turn now to our panel. This is the part of the program where we would like to talk about some of our success stories and illustrate some of the ideas that Dr. DeSole talked about and some of the experiments under way at our own institutions. I'd like to start by talking just briefly about the MILES program at my own institution, the Multicultural Internship Library Education Scholarship program. The number of students of color at my institution has grown from under 10% in 1984 to nearly 22% of the undergraduate student population. We have a similar trend in graduate enrollment. This more than any other illustration shows me the urgent need for change in my own institution, in the firm belief that I could do more than raid the minority talents of other academic libraries and, in fact, in the firm belief that we must do more to increase the pool of available talented librarians.

My colleague, Richard Halsey of the School of Library and Information Science, and I charged a joint committee to pursue the creation of an internship program. Our focus here was in creating a preprofessional experience. We were interested in bringing undergraduate students into the profession and into our graduate library school. We also saw it as an opportunity to engage our faculty, not simply in the short-term effort of creating a program, but in the long-term efforts to change the demographics of our profession. In a few short months, the committee designed a solid program and enlisted the assistance of knowledgeable professionals to assist them with student recruitment strategies.

Our program was at first called the Minority Internship Library Education Scholarship program. No one calls it that. We refer to it as MILES. But we quickly changed the words, and we think that these are important signs for the multicultural internship program. The program offers academic, financial, and professional development support to students chosen for the program. The program is now in its third year of existence and its second year of active internship enrollment and is basically presented by an extremely dedicated group of libraries, teachers, and mentors. We think it makes a small, but very significant, contribution to the profession. It's small because we are a staff of 34 librarians and about the most enrollment we can take in the program like this is two to three interns a year. Three African-American students completed the program in 1991-1992, and one African-American student has been admitted to this year's class.

To be eligible for the program, a student must be a junior at the time of application and must maintain a grade average of 2.4 or better. The student must want to pursue graduate education in our field. And following the successful completion of the internship in the senior year, that student is guaranteed a scholarship in the program in our graduate school if he or she, of course, is accepted for admission in the school. The student's progress is evaluated continuously, and student interns are also given the opportunity throughout the course of their year-long experience to evaluate the program. That's been a very positive experience for all concerned. We have learned an enormous amount from the students, and I believe they from us.

Interns are involved in a broad spectrum of contemporary research library issues and operations. We try to structure the program so they have some theoretical and practical experience in nearly every part of the library. The interns are paid — I think the current going rate is $8 an hour — and we also provide conference and travel support.

Just a word or two about some of the difficulties we have encountered and then some of the advantages. I think the most difficult issue is, of course, recruitment of students. I think given the fact that persons of color comprise 75% of our student work force in the libraries, we can perhaps do our best work in recruiting from that pool of talented students, as well as general recruitment efforts throughout our undergraduate population. And I think there is nothing like success, and our current interns in the program are often our best recruiters. One of the barriers we have had is the disinterest of many of our library school faculty in active participation in the program. That's a real issue that the dean and I have discussed and work on as we are able.

I think establishing the right balance of instruction and hands-on experience for each intern has also been a learning experience for us and, of course, the overcommitment of the interns in the program. Students are all so involved in a good many other things on campus, and sometimes they need a little assistance in setting their priorities. But I think the benefits are quite real. It's a creative opportunity that develops both knowledge and significant skills in the intern. It also provides financial support, scholarship opportunity, career counseling, and mentoring for the students.

The librarians involved have a real chance to act as a social change agent to develop a warm, personal relationship with the students involved in the program, a chance to engage in teaching and teamwork with their peers, and a chance to see their own work through new eyes. That's a very enlightening and, I think, refreshing experience. They also have a chance for personal and professional growth through their mentoring in this program. Benefits to the organization include a positive impact on our environment in our role as a catalyst for whatever modest change we can contribute, the improvement of services to a diverse student clientele, and opportunities to hire persons of color in the profession.

Margaret Mead, in her book "Sex and Temperament in Three Prominent Societies," said we must recognize the whole gamut of human potentialities so we have a less arbitrary social fabric, one in which each diverse human gift will find a fitting place. I think it's still a compelling vision, and one that we are working actively to achieve.

I'd like now to call on my colleagues to discuss some of their programs. First, Hiram Davis, Director at Michigan State University, who will be talking about the MSU IDEA.

MR. DAVIS: Good morning. In preparing my comments for this presentation, I came across the following quote, which I thought provided a good framework for these comments: "Nothing can stop a dream once it takes flight." I want to tell you about advancing diversity through the MSU IDEA.

In 1992, the MSU library was recipient of the Diversity Award for Leadership in Creativity for advancing university goals toward diversity and pluralism. I think there are three reasons why the Library has been successful in this area: (1) university commitment to diversity and pluralism, (2) commitment and planning of the Library's administration, and (3) significant and growing commitment on the part of Library staff.

In terms of university commitment, MSU IDEA is one of our university's major planning platforms. IDEA stands for *I*nstitutional *D*iversity *E*xcellence in *A*ction. There are approximately 50 initiatives that embrace ethnicity, multiculturalism, gay and lesbian rights, gender, and handicapper issues. Another way to see the university's commitment is in terms of the more than $200,000 that has been provided to the MSU Libraries in support of diversity programs, collections, and other library-related initiatives.

Several years ago, the university mandated that each major college and unit develop plans that would strengthen, enhance, and advance diversity. The library established three committees: (1) Profile and Climate Review, (2) Program Planning, and (3) Displays. The committees assessed seven areas:

1. mission, goals, and objectives;
2. organization and management climate;
3. personnel and staffing;
4. staff development;
5. outreach programs and services;
6. services to the disabled; and
7. collections and resources.

Seventy-six recommendations were identified in terms of what the library could do to advance diversity and pluralism. To move these recommendations forward, the library administration established a Diversity Coordinator position that reports to the Director of Libraries who, in turn, works directly with a library-wide committee assigned responsibility for diversity and pluralism. This committee has five focused task forces that deal with inreach, outreach, communications, research, and resources.

One outreach program is the library diversity seminars for faculty and students. These seminars are aimed at providing strategies and information on resources for researching women, African-Americans, Native Americans, and other minorities, gay and lesbian studies, and disability resources. Another outreach program is the MSU library campus-wide diversity e-mail that gives a comprehensive monthly update on campus and community diversity programs. There are over 200 subscribers.

One other major area that I would highlight in terms of library involvement is the KCP (Martin Luther King, Jr./César Chávez/Rosa Parks) library scholars' program. Funds have been received to invite librarian/scholars from across the country to come to MSU and work with our staff, faculty, and students to help further issues of diversity.

In summary, the library has achieved campus-wide visibility. We are recognized as a campus leader in advancing diversity and pluralism. We have had some success. There have been some failures and some disappointments. We have the power to change and to lead, and we have become a beacon for the university in advancing diversity based on the library's unique contributions.

We recently established our 1993/94 planning guide, which again contains a number of recommendations and a calendar of what staff will do to continue working on diversity issues. The university administration has provided $8,000 that will be used to conduct a staff survey on climate and diversity. The results will provide documentation on what issues we as a staff need to address to make certain diversity and pluralism continue as an integral part of our organization, culture, and value system.

The feedback that we get from the president, provost, and users is that the library is one of the campus leaders in advancing diversity and pluralism — as evidenced by our 1992/93 diversity award. Thank you for your time and the opportunity to share this information with you.

MS. BUTLER: Thank you. Jay Lucker, Director of Libraries at MIT, will talk about collaborative programs of the library and the university.

MR. LUCKER: Thank you very much. I have very little time, and I can't cover the topic. I will try to give you a lot of bullets about things we are doing, and for more details, I'd be glad to provide more information to you at a later time.

MIT is an urban university. I don't need to talk about racial problems in Cambridge and Boston. You read about it in the papers recently. I'm going to talk about MIT's services to students both before and after they come, in reverse order. We work closely with the Office of Minority Education (OME), which is an organization that many of you have in your campuses. OME at MIT focuses primarily on the areas of precollege programs, which I'll mention soon, as well as early identification of academic problems, Freshman Watch, counseling, and mini-courses.

Project Interphase is one of the major programs of the Office of Education to which the library is intimately connected. In order to help newly admitted undergrad minority students make successful transition to the pace of learning, Project Interphase is available. It's an extensive, seven-week program in which students receive academic preparation in chemistry, humanities, mathematics, physics, and computer programming, in addition to which they also take a writing course and library skills program. About 45 to 50 students come to this program every year. Freshman Watch is a follow-up to this program. Students who had earlier problems are given guides and other materials.

Sophomore Watch is another program in which sophomore students receive special help during the sophomore year.

The MITES program, Minority Introduction To Engineering and Science, is a six-week program designed to introduce United States minority students to careers in engineering and science. Participants are selected from a nationwide pool of applicants. The students spend six weeks at MIT totally immersed in campus life. Classroom work centers on physics, biochemistry, writing, and library skills, with daily assignments. Also scheduled are career

orientation presentations by science faculty, practicing engineers, and scientists. In addition, there are trips to industry and laboratory sites. Some of the students have called this "boot camp," and it seems it is conducted that way.

I want to talk specifically about a library program that we initiated to provide outreach to the elementary and secondary junior high school students in our area. The MIT library sponsored a series of library days for middle and high school students. To increase its relevance to our audience, we invented KRS Minus One. Knowledge Rules Supreme over nearly everyone. After the name of a popular rap artist — I do not understand what he does — but the kids sure resonated, which is fine. Students explored the MIT libraries. A career day for middle school students sponsored by a law firm inspired the library days. The lawyers hoped that exposure to a firm would encourage the students to pursue careers in the legal profession. If exposure to a law firm can possibly spark an interest in the legal professional, then a visit to an academic library could awaken interest in the academic profession. A library day would increase the students' information literacy and benefit the students, regardless of their chosen careers.

Students with varying backgrounds, education, and experience have participated in the program. They ranged from groups identified as at-risk students to groups identified as academically talented students. The at-risk students had very little computer keyboard skills, while the academically talented students were familiar with using the card catalog and CD-ROM. The response will assist future library days. The students spent four hours in the libraries. They were welcomed with a short talk on the importance of the library and having the required skills. We introduced the library as a place to read, study, or relax and the librarians as a group of people who organize the institution. We also present the library as collections of tools that would assist them in learning, playing, and living — tools that include books, indexes, tapes, networks, and disks. There was a demonstration in technology, including an exercise in the Humanities Library, where they separated into small groups, read an article on rap artist Chris Parker, who actually came to the library, and then discussed things that are in this article. Then they went on to use indexes and other sources in the Humanities Library. The total cost of the program, exclusive of time, was $365 for food and supplies, so it's not a high-investment program. We continue to do this every year, expanding it to many, many more schools in the Cambridge and Boston area and to all kinds of minority and outreach programs.

We have another program we work with called STEPS, which is Science, Technology, Engineering, and Precollege Studies. High school students from Boston, Cambridge, and some of the nearby suburbs attend Saturday morning classes at MIT for an eight-week program in the spring and fall. These are primarily minority students, and the program seeks to increase the math skills of minorities to get them into good schools.

We have a series of summer internships for high school juniors and seniors, and last summer we employed three minority high school students in the Office of the Director of Libraries — just trained them in office skills and hope we hooked them. I think we have hooked one of them into library work, which is pretty important to me, since there are very few minorities in the library school in our area.

We have a junior high school apprentice program in which most of them come to the library and we put them in machine shop laboratories. We have them in the library laboratory. The class entering in 1992 chose for its freshman program something called City Days, and one day in September, 800 students were taken over by MIT freshman and had various athletic and educational activities. The class is following up for the next four years, working with high school students. We will have Environmental Days for the same students to try to encourage them to become active.

MIT is committed to improving education, and I have decided that I'm tired of waiting for the rest of the world. The MIT libraries, as an institution, are going to recruit for the library profession at the high schools in Cambridge and Boston, because we are depressed about the absence of minorities in the local library schools. We think it's too late when they get to college, so we are going to start at the high school level and stay tuned.

MS. BUTLER: Bill Studer, Director of Libraries at Ohio State University, will talk about OSU's recruitment and internship program.

MR. STUDER: I'll start by saying that this is just one aspect of our Affirmative Action Program, so I'm not going to try to be comprehensive.

This recruitment and internship program was conceived as part of an overall affirmative action plan that we were requested to write for university-level requirements about four years ago. I consider the cornerstone of the internship program to be the three purposes of the three-part program.

The first is to recruit members of underrepresented minority groups that otherwise would not be likely to enter librarianship. The second is to develop enhanced leadership potential for minority librarians through an intensive internship experience, and third, to improve the minority profile of OSU libraries through hiring some of those who complete these programs.

The last is obviously the self-serving purpose. The internship program is very much patterned after my own experience at the Library of Congress 31 years ago. We recruit for a new graduate or a recent graduate of a library school program on a national basis just as if we were recruiting for a permanent library faculty member. In the first experience, three years ago we did not turn up a large pool, but we certainly had enough of a choice to have a very, very excellent intern who, I'm happy to say, has stayed on with us. Word had spread about the program by the time it was two years old. Our second candidate pool was much larger, and we actually had four candidates, and the committee that was to make the choice and recommend the selectee simply didn't know how to choose among these four. I took that dilemma to the university administration and begged an extra position, so we in fact have two interns currently who have just completed the first year of the program.

The first year of the internship is involved in rotating comprehensively throughout the entire library system. This is a 12-month year. And it's very much a learning experience. The interns are not expected to be productive, but obviously they do contribute to the areas in which they work. The second year of the program is elective. That is, the interns may elect to go back to a single area or may devise a multifaceted program for their second year. It does include a brief administrative component; they spend two or three weeks in my office doing projects, tagging along to see what an administrator does from week to week. It's a real eye opener for some of them. I try to take them to a variety of meetings, which allows them to sit in on the Graduate Council, University Senate, and so on, so that they get a flavor of what university governance and administration is all about. The interns write a quarterly report, candidly detailing their experience, from which we derive the benefit of improving the program, and they write a summary report at the end of the first year. From all of the feedback we have had, it has been very, very successful. The program is based on a two-year term contract. They spend two years at a beginning salary of $25,000, and if they are not to be employed with Ohio State because we don't have opportunities, we are committed to work very intensively with them to secure employment in a library of their choice. So far that has not been an issue. We extract no commitment from them to stay at Ohio State. We certainly hope that that's a preference that some of them will develop in the course of their experience with us.

The second element of the program jointly involves Kent State and the OSU graduate school. The Kent State School of Library and Information Science has an extension program in Columbus, which in fact comprises something around half of the Kent State enrollment. It's an unusual program in which one earns a Kent State degree without ever having been to Kent, Ohio. I negotiated with the Dean of the Graduate School for a fellowship stipend in the amount of $7,200, which I think by this time really needs to be raised, and Kent State provides tuition waivers. We host the Library School in the sense of providing space at token fees; they have their offices, and they do their teaching in our classrooms and in our office buildings. We are in the third year of that program, and we have just hired the recent graduate of that program.

The third element of our program involves tuition waiver by Kent State on a three-year basis for one of our own classified staff to attend part-time. It does take three years to earn a degree on a part-time basis. The first graduate will be receiving her degree at the end of the Fall term.

MS. BUTLER: Gloria Werner, University Librarian at the University of California, Los Angeles, will discuss the preprofessional development program.

MS. WERNER: Well, I'm fascinated by the array of programs here, and I have a feeling that many of us, not only on the stage, but also out in the audience, offer bits and pieces of all of these varying programs. I will concentrate on one, but I want first of all to put the UCLA environment into context for you.

Within the last few years, we really have begun to describe our historically underrepresented groups, or people of color, that make up our entire UCLA community as the emerging majority. In fact, the campus' very clearly-stated goal is to have our student body, our faculty, and all of the staff throughout the campus mirror, in terms of cultural diversity, the actual population in Southern California. In that context, people of color are really now absolutely in the majority, so as you can see we face quite a challenge on our campus. I think it's fair to say that, in terms of the student body of the campus, we have done fantastically well toward reaching that goal. Certainly, in the last several years of our entering undergraduates, people of color have constituted the majority. You may have read about this in the papers either at the Berkeley campus or the Los Angeles campus, and I expect it applies, as well, elsewhere. We are not having too much difficulty, given the huge pool of people who work in Los Angeles, in recruiting people of color to our staff positions. Our real challenge, the hardest one really to make enormous progress on, is when it comes to diversifying our librarian cadre, and that's what I want to be concentrating on with you.

Based on this challenge of truly having Caucasians or whites be in the minority and the absolute dearth of large numbers of people recruitable from library schools or other libraries, one of our several strategies was simply not to enter into a major competition with our other academic libraries for what turned out, in our view, to be a very, very small number of people. So, several years ago, we began to offer and to support a minority opportunity internship from the library's own budget. We did not have any external funding, and I'm very pleased to have heard about hiring approaches in this area.

Basically, we have an exceptionally fine paraprofessional staff, and many of those people are interested in going on to obtain library degrees. This program supports those of our staff who have already been accepted into the Graduate School of Library and Information Science at UCLA, which is a fairly rigorous program in terms of entry requirements. Normally we have been able to support only up to two of them a year, but we have found means of accepting others through scholarship funds and the like. Once they have been accepted to the library school, they are released from their former full-time jobs. We pay them half salary and provide full benefits. They then go on to have very intensive, what I would call entry-level, professional internships in our library. Normally, they might work in four segments of the entire library system, and these areas are chosen based on their interest and their career objectives. We cannot, as Bill was saying, guarantee for them that there will be a professional opening for them when they graduate, and this bad financial time really makes me very sad about that situation, because with the early graduates, we had absolutely no problem at all in placing them in positions within our own library. The last two graduates, very recently, were told we would not be in a position to hire. They are exceptional people. Those of them who are mobile, I'm sure, will have a whole raft of opportunities elsewhere, so we are not just growing our own, which is really the nature of this program, but hopefully growing for the profession, as well. We have, in addition, supported their regular attendance at professional meetings, such as the California Library Association. We may offer opportunities for them to attend the American Library Association, and we try to pair them up with various of our senior

department heads or AULs to really round out their experiences, in toto. I would say that we have very high expectations for this group.

We are not growing our own in huge numbers, but we feel that, slowly but surely, over time, we are making progress, and I must say that the program is extraordinary well received throughout the library staff and is incredibly well appreciated by the growing percentage of our paraprofessional staff who are eligible for such programs. I think there is a great deal of good will that has been earned in terms of offering a program like this.

MS. BUTLER: One of our most exciting success stories is Kriza Jennings, the Diversity Consultant working with OMS. We have invited her to talk about her considerable achievements and the Association's opportunities for meeting the challenges of the diverse environment.

MS. JENNINGS: Good morning. It's a pleasure to be here. It's been about a year since I have been able to share with you. I'm going to do my presentation in three parts. The first part is to give you an update on the OMS project, because I'm hearing from ARL directors that you don't exactly know what's going on.

I'm going to take some of the strategies that I see being used in ARL libraries and categorize them, which may help you bring into focus some of the things you have heard this morning. And I do want to bring to you an agenda that I think ARL needs to look at as we look at minority recruitment.

The cultural diversity project, which began in 1990 with funds available via the H.W. Wilson grants, has been able to strategize minority recruitment. The strategies identified are being implemented by ARL libraries, but there are also strategies being inspired by disciplines such as higher education, teacher education, the sciences, medicine, law, mathematics, business, and industry, just to name a few. It has been our goal to identify successful strategies and to explore ways to adapt these strategies for ARL libraries. Our observations have resulted from the extensive review of the literature — education and business — and librarianship, which was conducted in 1990-1991 and the 40 site visits conducted around the country in 1991-1992. I believe we have identified the strategies most often implemented by organizations and have a much better understanding of the components needed for successful recruitment programs.

Based on this knowledge, we have implemented the OMS training services for cultural diversity. The response to these services by the profession at large has been very enthusiastic and responsive, and in fact, we are now receiving requests from a broader audience in higher education to share our findings. An example would be that colleges and universities are inviting me to speak to faculties of all disciplines. It's our goal to move in 1993 to disseminate our findings, to respond to the numerous requests from library publications, and to prepare articles on our research findings. We are expanding our training services to include diversity workshops and considering the implementation of public workshops via the OMS Training Institute services. The 40 site visits, which have included a number of our ARL libraries, have proven to be our most successful methods for obtaining recruitment strategies. The focus has been on what's been successful as well as what hasn't been as successful. Dialogue has been held with academic and public librarians as well as library administrators, support staff, student library workers, library school deans and faculty, and library associations. In addition, when I'm on these campuses around the country, I have met with selected university offices, such as minority affairs, academic affairs, student services, the athletic department, career planning and placement, admissions, and departmental actions. These visits enabled us to give insights on the issues and challenges facing us.

I am pleased to announce that OMS will be issuing a forthcoming decision paper on minority recruitment that will offer strategies, not only for libraries as institutions, but also for individual library practitioners, library administrators, library schools, and library professional organizations, including those organizations at national, state, and local levels. In this report, you will note that I place strong emphasis on the issues and trends I perceive, as

well as the impact these trends are having on minority recruitment, what needs to be considered to move more people of color through the higher education pipeline to our library schools, and ensuring the successful retention of these students in our library schools. It is my belief that the success of ARL's effort to recruit more people of color is very directly tied to our success of graduating more people of color from our library schools.

Two more quick things to mention about the project. One is that it is our objective to release in 1993 our working research paper that will summarize the reviews of the literature that were discussed. Secondly, it is also our objective to share a report with the membership on the accomplishments of the diversity project so that you, as ARL directors, will be better informed of the many initiatives developed and explored on your behalf, as it relates to diversity. Although our program has focused heavily on minority recruitment, it is our intent to continue to explore a broad spectrum of issues, including ethnic, cultural, and racial identities; people with disabilities; socioeconomic issues; age and education; sexual orientation; et cetera. Our research focuses on examining issues surrounding relationships but also concerns the impact of diversity on library services, interactions with users, and the development of collections.

We continue to focus on the factors needed to create environments conducive to promoting diversity in the workplace and to help library personnel develop an awareness of human differences and to respect these differences within the organization. We are very close to completing a grant proposal to support the implementation of a training institute on diversity, designed to train a cadre of geographically dispersed diversity consultants. The goal is to select a group of talented individuals that represent a diverse population and provide them with training on, first, how to be trainers and then, secondly, on becoming diversity trainers, including internships with OMS trainers in ARL libraries. We are coordinating this grant and will keep you posted on that status.

Now, let's focus on the strategies. In terms of the strategies that I have identified for ARL libraries, I tend to place them into four categories. I would like to briefly discuss those categories and tell you what I think the value of those categories are. I would also say, before I describe those categories, that I don't know how one chooses just to do one of the categories. I think it takes all four categories in order to reach success.

The first category is selection and hiring procedures. This includes strategies such as making minority recruitment a priority for the library's administrative team and establishing some accountability, applying affirmative action guidelines to the hiring process, increasing selection committee members' awareness of affirmative action and minority recruitment, establishing and advertising minimum requirements for available positions, and targeting positions for minority hires. It is clear, from our research, that the examination and refining of hiring procedures is extremely important in recruiting people of color to the workplace. Removing the self-imposed barriers that prevent minorities from being in the hiring pools and available for consideration is a strategy being implemented throughout higher education, as well as in business and industry.

The second strategy I label personal contacts and networking strategies. Activities being implemented in this category would include networking and establishing ongoing communication with the ethnic professional library caucuses, sharing information on library recruitment programs and available positions via national association library meetings and targeted mailing lists, and taking an active interest and role in ALA committees that are focusing on diversity.

I prepared a one-page article on minority recruitment that was included in *ARL 162*, the May 1, 1992, issue of the ARL newsletter. One section of the article discusses strategies for utilizing the informal network via professional library associations. Developing an ongoing rapport with others is an important factor in building trust with those in a position to offer referrals and to share information on your organization. This is a component that should not be neglected in developing your institutional strategy.

The third strategy is using "grow your own" recruitment techniques. We have heard some of those this morning, including strategies such as internal recruitment of student workers and support staffs within the library, as well as recruiting from university-wide employees or

other undergraduate students. I would also ask you to consider supporting scholarships and fellowships to provide financial support within library and information science schools and the development of visiting librarian and fellow positions, which provide work experience in ARL libraries.

It has become very evident to me that, as a profession, we cannot rely exclusively on library schools to recruit people of color, and in fact, all practitioners in the profession will have to take on an active role if we hope to be successful. If we want to achieve critical mass, and by critical mass I mean we need to obtain an ample supply of people of color dispersed geographically, then we will need to explore these options. The forthcoming position paper on minority recruitment discusses this strategy in great detail.

The fourth strategy that I have identified for ARL includes providing staff opportunities such as social activities, establishing diversity committees that highly involve library personnel, adding diversity librarian positions, and demonstrating support to recruitment efforts, including written and verbal actions to support library diversity activities. It is critical that library personnel interact with diversity issues on several levels, including individually, within the departments and their divisions, within the library-wide operations, as well as the university or community at large. Our research would suggest that it becomes invaluable for individuals to have an ongoing, multifaceted experience with diversity for it to be most effective.

These strategies are vital to developing environments that value, foster, encourage, and welcome people of color into the workplace and directly speak to how we might begin to influence the library climate, attitudes, and culture. Strategies involving university-wide diversity activities are reinforced by developing interpersonal skills and raising the awareness of library personnel on diversity. The goal is to promote differences among personnel as an asset to libraries that enhances our abilities to serve a diverse population. I won't go into a lot of detail, but I will say that I think the OMS diversity consultation and training projects that we have developed are very much a component that you can use to help you in implementing these kinds of strategies. It has become an OMS goal to develop a capability for diversity to support ARL libraries. I do a lot by e-mail and by phone. I'm available for your staff to contact me. Those liaisons and relationships are already beginning.

I want to promote to you seven additional strategies that ARL libraries might want to consider as they relate to minority recruitment. These strategies are focused more on recruiting to the profession, and I thought it was interesting to hear almost everyone on this panel talk about recruiting to the profession and the importance of that.

Strategy One is writing and talking more about what you are doing within your library to address minority recruitment. When we do literature searches on diversity, minority recruitment, and library literature, we are not retrieving a representative amount of material that would demonstrate what is going on in the library profession. Making others aware of your efforts demonstrates your commitment to diversity, and believe me, those articles will be noted by library professionals of color. These practitioners of color will assist you in establishing your informal network. Your articles will also influence library educators. It's important for us to get across the message that minority recruitment is important for everyone to address.

The second strategy is recruiting and collaboration with others, including other types of libraries, library educators, library schools, and professional associations. The challenge of minority recruitment is everyone's agenda, and thus, we must work together in targeting individuals to recruit to the profession, so that talented potential library school students are approached from many directions. I'm going to underline what I'm about to say: *We can no longer expect or rely on library schools to recruit minorities by themselves as a strategy, as this strategy has proven to not be sufficient in terms of our supply and demand, and in some cases, it is not being done.*

Precollege recruitment is the third strategy being used by most other disciplines, and I think Jay gave us some great examples of that. The research that I have done has convinced me that librarianship does not explore the importance of this strategy in affecting the numbers of

people going to library school. Activities would include promoting librarianship, as a career, to elementary, junior high, and senior high students and interacting and sharing information with high school and college advisors and community groups. And I will add that our goal should be to not only inform young people about our profession, but also to inform those adults who influence their decisions.

The next one is partnerships with library schools to support library students. Financial support is important, and scholarship programs need to be continued. But there are supports beyond financial means that are important for retention, such as regular communication and emotional support with students of color in library schools: discussing career plans, options, and strategies with our students; critiquing resumes and cover letters sent to apply for positions; providing practice interviewing experiences; participating in classes as presenters and facilitators; and volunteering to tell your personal stories are all important.

And the next one is providing employment for library school students, individuals in work programs geared to low income, urban, or at-risk youth, and precollege students. This can be done through student positions, short-term projects, summer assignments, and maybe even support staff positions. I have seen summer programs hiring from, for example, some of those high school vocational programs and bringing them in to work the circulation desk. The research would suggest that the more direct opportunities for people of color to work in an environment, the more likely they will consider to seek employment. Exposure to and understanding of libraries will enhance these individuals' ability to educate others through the informal network.

The sixth strategy focuses on retention activities. Please remember that recruitment to the profession is not successful until we can retain the individuals in the profession. My sense, from talking to many people who have chosen to leavethe profession, is that their departures were associated with their perceptions of negative, unwelcoming climates in their libraries. It's important to focus on creating environments in which people of color will be welcome.

And the last strategy is recruiting people of color to pursue the Ph.D., as well as to commit to teaching. You have been reading the articles, you know that 60% of our library faculty are expected to retire over the next years. More importantly, I understand that we already have low numbers of people of color teaching, and with anticipated retirements, our faculties are going to leave have even lower minority faculty. It's important to have people of color on our faculty, and we want to continue to do that.

In closing, our library schools continue to be filled with white females, average ages of 30 to 40, as the majority group of graduates. If we want to impact diversity in ARL libraries, then we will need to find ways to change the composition of the student body in our library schools. Until that change occurs, our institutional efforts will be less successful, because the pool will be limited. More importantly, we need to maintain contact with library schools in identifying current graduates of color to be sure all of them are employed. Let me tell you, having traveled to library schools, they are not all employed. When you tell me you cannot find people of color, I must question that statement. If there is anything your library is doing with diversity, I would like to know. I'd like to be able to communicate with people on a regular basis, or if there is anything Susan or Maureen can provide for you, please contact us as needed. Thank you.

MS. BUTLER: I want to thank this morning's speakers and panelists. I have gained many good ideas this morning. I hope you did too. I thank you for your patience. I want to mention one other important document that will be shared with each of you. The Minority Recruitment Task Force has prepared a recommendation for an ARL program plan. That document has been received by the Board and will be distributed to every member of the Association for review and comment. Will you please join me in thanking our speakers here today? Thank you.

PROGRAM SESSION IV

MEETING USER REQUIREMENTS FOR MULTI-DISCIPLINARY RESEARCH

OPENING REMARKS

Joseph H. Howard
National Agricultural Library

MR. HOWARD: I'm Joe Howard, Director of the National Agricultural Library. I would like to start by saying that you and your peers have long been concerned about how the sciences are treated in our libraries. As a result, in January 1991, ARL appointed a task force concerned with a national program for science and technical information. A copy of the report that was issued by that task force has been distributed. I would like to read to you some of the recommendations that came from that task force.

The task force recommended a leadership role for ARL in building a comprehensive program for cooperative strategies toward developing and providing access to STI, encompassing all science and technology fields, including medicine. Such a program envisioned the development of a virtual natural science and technology library, comprised of distributed information centers, including the national libraries, research libraries, and special libraries. An important characteristic of this program is that it builds on existing strengths of research libraries, including the national libraries and the Center for Research Libraries, that make up the national research collections in science and technology. It goes on to present a further assumption — that the program will require significant financial support from the federal government, as well as foundations and the business community. Another underlying requirement is systematic and purposeful collaboration among research libraries and organizations in the STI area.

Finally, a central component is aimed at increasing access to local area networks and interfaces with institutional information systems and their files and research data. Research libraries are a national strength and contribute toward the nation's economic competitive edge and scholarly research. This report is a very important report, and I commend it to you.

As a result of this, a working group has been set up. The group consists of Betty Bengtson, Lou Martin, Susan Brynteson, and Marilyn Sharrow. In addition, support has been given by ARL wonderfully talented staff — in particular, Jaia Barrett.

The working group has been put into place and today's program is one of their first activities. In this program, they will discuss with you some of the things that are happening on the national level.

First on the program, we are happy today to have with us Bruce Gritton, Data Administrator for the Monterey Bay Aquarium Research Institute, who is going to be talking to us on user requirements for research and a proposal for the establishing of a National Library for the Environment.

MEETING USER REQUIREMENTS FOR MULTI-DISCIPLINARY RESEARCH

Bruce Gritton
Monterey Bay Aquarium Research Institute

William Walker
New York Public Library

Betty Bengtson
University of Washington Libraries

MR. GRITTON: First, I would like to make an opening remark, and basically it's along the lines of "what's a guy like me, who is not from the library community, doing at a place like this, talking to you, and actually feeling very intimidated looking at this library community?"

It's a relevant charge, because my challenge as Data Administrator was to put in place a design to execute data management that was sustainable and would serve interdisciplinary research. To my dismay, as I did the analysis of the problem and looked at the issues I would have to address, I realized that I was not going to be able to do it. I did not have the expertise. It's far beyond data management, and what, in fact, is needed is an orchestra of players from the library science and data management community, working together to make it happen.

I also came to the realization that I was working alone, with only some part-time assistance, on this project. One person was not going to be able to do this. Out of pure desperation, I felt I needed to look for a community that dealt with these kinds of issues.

I want to tell you about the NIE-NLE package. This was an effort that was orchestrated by your constituency; the advisory council has primarily university science representation. Actually, that's one of the great strengths of the proposal.

I want to talk about the NLE itself. We are going to try to present some long-term vision and concept. We are interested in creating a team that can go forward in an intelligent fashion to make this thing happen, and what I would like from this community is some thinking about is it the right team? Do we have the right participants? Is it the right approach? One, is the vision and concept something that the library community can buy into, because I think the library community has to lead this effort? And second, is it the appropriate process? I would also say that a lot of the process that we have refined in trying to make this happen really has come out of interactions with other efforts in this area. Dave Penniman's group for the National Engineering Information Service gave me a lot of ideas of how to install a similar process into the NLE efforts.

Then I'd like to finish off with some problems and questions and a challenge for this community.

The NIE is the National Institute for the Environment, and the basic premise is that the existing agencies with their primary missions probably cannot come together and execute a coherent research agenda for the environmental problems that confront this nation. The NIE has a mandate to accomplish this. There won't be a set of internal institutes as a part of the NIE, but there will be problem-oriented, peer-reviewed research. The NIE will be set up to sponsor this research at the nation's universities, research institutions and industrial laboratories. There will be an intramural component. Education is one, risk assessment is another, and the NLE is the third. The public may interact directly with the National Library for the Environment, but I think a key component for the NIE is that it acts as a focus to enable the existing information infrastructure of libraries, research labs, and data centers, to meet that environmental need.

The NIE would be a funding agent to give monies to the existing expertise, technology, and resources that are out there to have the local university libraries, for example, be able to meet the environmental mission. The nice thing about that approach, also, is that it enables you in your broader mission, as well. Basically, the idea is to ensure that there is solid science behind this expensive policy. And I think the general feeling now is that that's not the case in the environment. You want to ensure that the science being funded is based on intelligent priorities. The NIE will be proactive in establishing research priorities on the environment, and, of course, training and education are vital components to the NIE. There was one thing that they left out in their high-level statement that we are getting added back in, and that is that quality science does not enable the effective communication of that science. However, I propose that the opposite is true — that effective communication of results enables quality science; therefore, we need to have in the very constitution of the NIE that we ensure effective access to the funding process, the research results, policy options, educational programs, and the information technology to support environmental objectives and collaborators.

How do we support research where people have to interactively communicate and collaborate across time, so that somebody five years from now can use the data set that I create today? We need to take the noise out of that communication channel. The NLE can be something that can make that happen. I would like to describe a little bit about the process that we are going through. We are a working group under the Committee for the NIE. There is a National Academy of Science study that is almost completed, and what we are hoping will happen is that we will go to Congress in 1993 to consider appropriations for the NIE concept. There is already House Resolution 153, which has been put forward, supporting the concept of the NIE. There is a Senate Resolution that either has happened or is about to happen.

Let's talk a little bit about the starting point for the vision. We have to understand the problem and not be constrained to how it has been solved in the past. The problem is supporting multi-disciplinary users, but, beyond that, it's supporting this new mode of interdisciplinary research. We also want to serve more than this.

I think that the information provider is also in this constituency. The NLE needs to provide tools that can be promulgated to all the schools and institutions around the country. We need to solve the longevity problem. How do we make data useful in the long term? It's a real problem, of global concern, to the data community. We don't want to solve the problem over and over again. We want to share resources in technology. We also want sustainable success. It's a data and information policy and practices issue. So the NLE is something that can focus on issues, from the funding agency level all the way down to the individual researcher and the individual research institution, to change funding priorities.

Let's talk about using technology for creating information. I think that, if we don't really put a plan in place to address that and get that mindset to change, we will never be able to solve the problem. And the most important part of this proposal is that this is really about the marriage of the data management and library communities. I really think it's the library community that's going to have to lead this effort. The data management community is getting visibility and funding, and after all, data people think about transactions per second, about visualization. We get all excited about that stuff. The problem is that they don't think about whether the scientist got the answer to the question, and that's what it's really all about. I think that, if we could bring your expertise in pushing us in that direction and understanding how to do the interdisciplinary thing, the data management field can bring some of the funding and expertise in designing systems to support your need. But we have to start working together more effectively.

There are different perspectives from which we can define this model of interaction. How would people interact with the functions the library would perform and the results it would produce? Remember, this is a long-term vision. But we think it's something that's needed to keep us focused and to start putting the process in place to get us there. Eventually, we want to directly empower the information seeker. And what that's going to mean is ubiquitous access to multiple sources of information. Even if it's an electronically available network, users are not going to go out to 100 different directories — even if they are getting

pointers to those directories — to define what they want. They may use the information provider to do that. We think, in the end, that this information glut that we are facing means that we must have single-channel access to this and, I'll use my technical term, the virtual repository of the broad range of information. It doesn't mean that it's in one place. We are talking about giving access to a distributed network of this information from a single channel.

This is what the NLE would have to focus on. It would have to first develop an information infrastructure, the next generation information infrastructure, and then not stop there. But, besides this backbone system that consists of a network and added value information services built into it, there would be tools developed to operate against that backbone. If that backbone is fairly standardized, those tools can be shared by everyone out in the community. It gets promulgated to the rest of the community from there, and we obviously have to work on the standards, guidelines, and issues associated with NIE/NLE making this happen effectively.

Let me make one more point. One exciting thing about the structure, at this point, is that there is a nice synergy that can develop that doesn't exist elsewhere. I think that the NIE, as the funding agent, will help the information-sharing process happen by enforcement of data and information standards to those researchers who get funded by the NIE alone. While the NIE is the enabler, creating the technical capability for people to meet those standards. I think this is a nice synergy to think about, especially how we can apply it in the broader context.

MR. HOWARD: Thank you, Bruce. We have three presentations this morning, so I thought we would try to find a little time for questions between them.

MS. SHAPIRO: Beth Shapiro, Rice University. I'm wondering, if we have comparable kinds of initiatives going on at our local institutions, what's the best way to try to connect in with the NIE initiative?

MR. GRITTON: Right now this is primarily a voluntary effort. We are trying to put together this concept document. By the end of November, we should have a concept document completed that will be included in the general NIE needs statement. Our next step then would be to try to go forward and create a sort of comprehensive issues/requirement specifications that will act as a document to create a component of the NLE or things like it. If you would like to participate in that process, we need people to help with that. We need people from the library science and data management community. You can help too by contacting Jaia or me. The next step after that statement will be to sit down with scientists and to find a set of pilot projects that have typically been very difficult for scientists to approach because of the information flow. Examples are integrating information across government boundaries, information across all environmental media, land, water, and air, and bringing together the human factors with the meteorologists and oceanographers to study air quality in Los Angeles, so we will define a set of programs and get money to define pilot projects.

MR. MOSHER: Paul Mosher from Penn. What you describe sounds generically familiar to us on campuses. We believe that environmental studies will be one of the greatest emphasis of funding. There already is a knowledge infrastructure that is both in place and forming and changing that you can take advantage of. It sounds to me like what they are really talking about is a kind of research information center that will receive, switch, transmit, store, and access information, largely generated by funded projects from NIE, within the environmental area. There are likely to be hundreds of thousands of other projects funded variously or self-generating, both within the United States and around the world, that will be reported by a variety of other mechanisms that you will want to know about and access in a variety of other ways. So awareness of what is available and funded elsewhere, as well as keeping closely to what your plans are, seems to be very important. How should we do that?

MR. GRITTON: Well, that's a good question. Part of why I'm here today is to add to this process and not let things slip through the cracks. The initial approach that the NIE would take — let's say it was funded today — would be to identify priorities for the environmental agenda, then fund the existing infrastructure of resources, and perhaps provide funding for training of special librarians for the environment, to give you money, resources, and technology to build your infrastructure at the university campus. That's the best way to make this ultimate vision happen, at least it seems to me. If there is disagreement or another way to do it that would be better, let's talk.

MR. HOWARD: I would suggest that you can communicate with Jaia on this; but you have a working group that should be addressing some of these questions and advising you, and you should advise them. Thank you very much, Bruce.

Next we have another very innovative project at New York Public. This is something we will all be able to participate in and benefit from, and to speak to us on this project is William Walker, who is the Associate Director for the Science Business Industries for Public Libraries.

MR. WALKER: Several years ago a woman was asked at a meeting about what she saw as the difference between Californians and New Yorkers. She thought for just a second. She responded, "Oh, it's the drama that everyone has in New York, when you go about your daily lives. You open your door in the morning, and you feel that everyone just stepped into the second act of *King Lear*." And indeed that is true. We tend to be emotional and excitable about things.

I can assure you that, if you come to the New York Public Library these days, you can see that we have even ratcheted up a bit of that excitement as we move ahead to create a new center for Science, Industry, and Business. And we refer to the center by the acronym SIBL. It's a center that will open in 1995, a $100-million project, from planning to realizing the center. It will be created with a marriage of over two million volumes in science and business with technology.

We are excited about the location of the center. It will be in midtown Manhattan, across from the Empire State Building, in what was formerly Altman's department store. We will retrofit 200,000 square feet of that space as a library that will serve us well into the 21st century. Our architects on the projects are qualified. They have just come off the new Guggenheim Museum project, and we are excited that we are working with them.

This morning I'd like to accomplish two tasks. I'd like to give you an overview and tease you with some of the planning and thinking that's underpinning our project. And secondly, I'd like to comment on some of the areas that Bruce has mentioned, looking at the issues that we are all facing. Our objectives for creating a new center are indeed multifaceted, but I'll try to summarize some of the major points for you. Space is a major objective. We have been out of space at New York Public since the 1960s, and 60 percent of our science collections are off-site. Now we can bring our materials back together, and we are excited about the concept of combining science and business.

We looked at users' information-seeking behaviors, and we think that there is a real synergy between these two areas. We often find that users who we see one week in our Science and Technology Division will appear several weeks later in our Business Division and then bounce to Patents and then perhaps back again to Business. Also, we want to design a building that will be technologically capable of moving us ahead to participate in distributed information systems of the next century.

A third objective certainly is to facilitate the library's role in democratizing electronic information. I think many of you know I have only been at New York Public for several years, but one of the most important pieces of work that I can see that we do is to take many users, who have little or no experience other than perhaps using an ATM to get cash, and teach them how to navigate electronic information. We believe that the Internet has a real role in democratizing information, but there are some basic steps and skills that need to be addressed before that.

Finally, we believe that a new center will allow us to take into account the specific needs of our scientists and our business-community users, when we are designing services. There are a number of targeted services on which we are focusing. If you take the needs of the small-business community — and we find that in both our science and business divisions, 50 percent of the users are from small and medium-sized businesses — we find, often, that these are people who are entrepreneurial, not people who are academically inclined. Frequently, they are those who went to the university system for two years, and they dropped out. They are not the readers.

There are four prongs to the service model we envision. We have a broad range of broad research and popular services. At SIBL, people in New York now will find all science and business resources in one center, which is important in terms of clear orientation to New Yorkers. The broad-based services will be complemented by targeted services aimed at major constituencies.

Two other equally important facets are on-demand, fee-based, and distributed services. We have had a fee-based corporate service in place for three years, and that will evolve into an on-demand service for any individual who walks in — a true market-driven service. Finally, there are distributed services, which provide opportunities to participate in international networking models.

Now let me mention some of the initiatives that we are taking to move that program model forward. First of all, in planning the new services, we have taken a step back, and we realized that, if we want to be effective, the first thing we must do is have a very sound reading on who our current and potential users are. Potential is absolutely key here. As you know, when you first start a program, you are bombarded by many interest groups to address their needs.

So we first of all want to look at our client base. We want to identify what each segment in the client base's information needs are, and we want to evaluate the potential for meeting these needs. Technology is important to us, and many of the same initiatives that are going on in your institutions also are being addressed under our roof. We look upon technology as especially important in linking the Centers and branches of NYPL with each other, with external libraries, and with our users.

The environment's a very good example. We have environmental materials in many different divisions, and many of the important environmental materials that we have will stay behind in the Humanities and Social Sciences Division. Technology will help us effectively meet user demand, regardless of the user's location in the NYPL system.

We are planning an electronic information center, with 100 work centers freely available to the public. Adjacent to it is a formal training center, with 35 work stations. To date, we have done all our training on an ad hoc basis, and this formal training facility will help us make better use of our human resources.

Staff development is important. Over the next two years, we will commit half a million dollars to working with the staff to upgrade technical competencies. A chunk of that money will go to release time to ensure that supervisors are encouraged to release staff for training.

Finally, outreach is all-important to us, and we are going out and asking the corporate community and the academic community what it is they expect from us. We have engaged a number of market research groups. We have, fortunately, had several years' experience with focus groups. They provide a wealth of information for planning.

Our relationships with you? Well, they will and they won't change. We will not have a knee-jerk reaction to drastically change our collection policy. But I want to assure you that the depth of our collections will continue, as well as our role in serving as a major archival resource.

We will not do the transition from a "just-in-case" to a completely "just-in-time" library. But we will shape collections to ensure that we are meeting the primary needs of our clients.

I want to finish by saying that I find the type of proposal that Bruce has described to us for the NLE to be extremely exciting. It meshes with our plans at New York Public. We don't see ourselves getting into the data management end very quickly, so we are excited that there are proposals on the table that will bring that resource to us. We look at environment issues as one of the key ingredients that will provide our users with a whole new powerful structure in which to work.

And secondly, I think that Bruce's initiative provides an exciting focus at the front end of the information chain, which is extremely important from the creative perspective. We have often become fixated on the distribution end of it, so we are excited to move ahead. Thank you very much.

MR. HOWARD: Thank you very much.

MR. WILLIAMS: Would you see the first phase of the NLE being a contract with a library like NYPL instead of recreating something, having a contract with an institution like this that is in the developmental stages? Bill, would you entertain a proposal to become the first leg or the second leg of the NIE?

MR. WALKER: We would entertain that kind of proposal. We would evaluate the proposal with who the other partners would be, however. I don't think that we are under any delusions that we would venture along that path alone. We would look to where we would identify the other strengths to participate in the partnership, rather than to be a first leg in a pioneer project.

MR. HOWARD: Bruce has a question for you, if he is allowed to.

MR. GRITTON: Actually a way to allow me to continue my presentation.

You just indicated how important the data management community is going to be, and so I guess I would ask you and other people in this room, "In what way can the library community reach out to the data management community to form this team?" I think the outreach is going to have to come from you more than the other way, because the data managers are focused on a lot of other issues.

MR. HOWARD: That's a challenge to the work of the task force, as well as to every one of us.

MR. BENNETT: I'll just mention that, for the last several years, the Council on Library Resources has supported work at Johns Hopkins on the development of an information management model, which I think is highly pertinent to the work you are doing, Bruce. You can get in touch with Nina Matheson of the Welch Medical Library there or Richard Lucier at the University of California at San Francisco.

MR. HOWARD: Another question?

MS. MIRSKY: A continuing response. One of the ways in which the outreach can happen, one of the best lubricants, is money. The kinds of things that have gone on in Johns Hopkins show that when you have money in hand as a library, you have a lot more entrée than when all you have is good will.

MR. GRITTON: You see the NLE as being an agent in supplying that base and the others supplying integrated data information.

MR. HOWARD: Thank you very much, Bill. Our next speaker is going to try to prepare us for the kinds of challenges we have before we can move to some of the important science issues of the day. Betty?

MS. BENGTSON: I have questions rather than answers today.

I was asked to serve on the panel as a member of the Working Group on Scientific and Technical Information. The Group grew out of the ARL task force that Joe mentioned earlier. We were charged with monitoring continuing national developments in the provision of scientific and technical information while keeping the Board and the membership informed of those developments and of opportunities for ARL in that area. Today's program is a result of that charge. We also are to assist in developing an ARL strategy in this area. What I'd like to do this morning, very briefly, is to mention some of the other initiatives that we have heard about, to report on some of the discussions that the Working Group has had about issues that we as individual research libraries need to begin thinking about as we prepare to play a role in a national distributed library system, and to suggest some actions that ARL members might take.

First, a couple of the other initiatives. The Council on Library Resources has under way an engineering information initiative. With the Engineering Foundation, the Council sponsored a conference in June that, I believe, some of you attended on the establishment of a national engineering information service. A report from that conference is in draft form, and it proposes both a top-down and bottom-up effort to stimulate discussion on how to achieve a national-scale engineering and information service. As the bottom-up part of the effort, ARL and LC, with the assistance of CNI, focused on this issue. It will provide a forum to discuss national developments. The top-down part of the effort will begin with the formation by the Council of a national-level policy forum to talk about national strategies. You should be alert for additional information on that initiative.

Another area of activity is at the Library of Congress, where Bill Ellis has been appointed Associate Librarian for Science and Technology and has been asked to take the lead in defining the appropriate roles for the Library of Congress in science information. Bill attended our working group meeting on Wednesday. He reiterated at that time that LC would continue to seek opportunities to collaborate with research libraries so that we can all move toward working goals and not duplicate what already exists.

There are also are some nonlibrary players in the national arena to whom we should be sensitive.

One example is the National Science Foundation's efforts to establish network information centers, or NICs, which have the potential for being a factor in the distributed library system.

Another example is the American Physics Society proposal to create an online knowledge base that would contain all of the information of interest to physicists. It's important that ARL libraries play a key role in such discussions.

As the Working Group looked at the practicalities for providing a national integrated information service, we began clustering some issues that libraries need to consider into six categories. I would just like to briefly review those. I think our two speakers touched on many of them, either explicitly or implicitly. First, there is the overall question of governance or legal structure for such a national service. What would be those arrangements? Would it be a contractual arrangement, such as Bruce and Bill were just discussing, where the National Library of the Environment would contract libraries for services? Would it be a collaborative or shared government structure with some coordinated shared policy setting? Would there be a central authority with staffing and a collection, or would it just all be on a network? The original task force report, and Joe quoted this, envisioned the development of a national research science and technology library that would be comprised of distributed information centers. I think this implies a shared governance model.

What decisions or approvals would be necessary at your institutional level, and for most of us, that means at the university level? Would we need to involve our administration and faculty in discussions and decisions about our involvement? What about involving nonlibrary participants, such as the commercial document delivery services? And what about publishers' copyright permission services, and how would we handle copyright questions in such a distributed library?

Financial support is the second issue that would be of great importance to all of us. The task force report assumed that there would be significant financial resources from the federal, business, and foundation communities. Given the current and anticipated economy, will that sort of funding be available? How should money come to the library nodes?

Could there be a model such as the National Library of Medicine's Regional Medical Library program, where multiyear contracts are awarded competitively for the cost of the staff, equipment, and service? Are there other financing models that would be more effective, such as transaction fees?

What about other infrastructure costs such as network access, collection housing, collection building, building costs, hardware and software, or the preservation costs of our existing collections? Is that something that we would be reimbursed for? How many years of financial support must be guaranteed to your library before you would be able to make a commitment to being a node on the national distributed library? What would your library require in terms of continuing commitment? And what happens when a library can no longer be a node? What happens to the collections? Is the system going to create a new node with a specialty in that area?

A third issue has to do with service policies and standards. Who would set the standard for reference and referral services? Who defines them, and who establishes the criteria for effectiveness? What means of communications would be used for referrals — telephone, electronic, or the good old-fashioned written letter? What about document delivery turnaround times and fulfillment standards? Who would set those, and how would they be agreed to? Who would be the users or patrons of the library node? Would we be serving other libraries or individual researchers or both? Would the queries come into a central location and then be funneled out to the nodes? And what navigation tools would need to be provided to the users, whoever they might be?

What policies would we need for cooperative collection and resources development? How would that be coordinated, and who pays? What about access to automated resources? What databases would be available, and how can we work out licensing agreements?

The fourth grouping of issues has to do with networking and telecommunications. What standards do we need for hardware and software tools? Would we need a common interface for tools? Is that something that can be developed, or would it even be desirable? Who sets and enforces the standards?

Training and instruction is a fifth issue. Bill mentioned New York Public Library's realization that they are going to have to provide training to users who are unfamiliar with automated tools. We will need to provide that kind of instruction and for our staff, as well. It would add to the burden of training that we already have.

A sixth and final issue for you to think about are the effects on the local constituency of participating as a node in the distributed library. What would be the effect on your local collection development and the non-node parts of your collection or on reference services? And what benefits could you offer to your local constituency at a participating library?

Those are some of the issues that the working group has begun to discuss. A lot of additional work needs to be done there. We have only raised questions at this point.

In terms of future actions that we recommend for ARL: first, we will continue to discuss the issues and how we can influence the national developments. We will keep the membership and the board informed. It's essential that ARL be involved at the national level. The ARL staff is out talking with people to remain informed about developments. It's a tremendous time commitment to do this, and I think our member libraries need to remember that it is costing us something to do this.

The best action that you can take as individuals and individual libraries is to become aware of what's happening. Talk to people on your campus. Let us know what you or your staff are involved with in the provision of science information. What initiatives are you aware of? Anybody on the working group would be happy to receive this information. These developments are extremely important to us all, and we need to be involved. Thank you.

MR. HOWARD: It's nice to have a shopping list of problems. We hope that next time you will have a shopping list of answers. Who has a question for Betty?

MR. GRITTON: Getting back to data management, you mentioned local activities at universities. Is there significant effort across many universities to really hit the administration to pursue bringing together the data management services and the library services to work more closely together? If that's not happening, is it appropriate for a group like this to define a strategy to make that happen?

MS. BENGTSON: It would be all across the spectrum in our various institutions, Bruce. I think on some campuses there is a lot of joint work and on others, not. I know that some of our institutions are involved with managing data sets, and so we do have some experience in that. Typically, I suspect it's been up to the library to reach out and find out what's going on on campus and raise this as an issue. Others in the audience may have experience that you would like to share on the issue.

MR. HOWARD: I would like to personally thank the panel and hope you will too with your applause, because they telescoped a lot of information into a much shorter time period than we had hoped, so thank you very much. Susan Nutter has empowered me with the gavel. And I think she has empowered me to say you are all wonderful people and you have earned your right to go home. Thank you very much, and the meeting is adjourned.

APPENDICES

APPENDIX I

REPORT ON ASSOCIATION ACTIVITIES

MAY 1992 - OCTOBER 1992

SUMMARY

The Association of Research Libraries achieved two milestones in 1992: its 60th anniversary and its 120th member, Auburn University. Reaching out to build partnerships and providing new programs and services to members were at the center of ARL activities. The GIS Literacy Project got off the ground with its first training program and the Office of Management Services sponsored a conference on the application of quality practices to not-for-profit fee-based services. The Office of Scientific and Academic Publishing began development of an exciting new project with the American Mathematical Society to create a consortium for electronic publishing. ARL also took a leadership role in supporting and co-sponsoring programs in a number of different areas including the Chicago Preservation Planning Conference with the University of Chicago and a seminar on the role and future of special collections in research libraries with the Bodleian Library at Oxford University and the University of Oklahoma. These projects and others are detailed in this report.

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Report edited by Susan Jurow with ARL program officers, October 1992.

I. Statistics

The statistics capability is organized around collecting and distributing quantifiable information describing the characteristics of research libraries. This capability includes operation of the ARL Statistics Committee, and collaboration with other national and international library statistics programs.

Statistics program development. The Statistics Committee met twice in conjunction with the May ARL Meeting in Charleston, and addressed a full and complex agenda. The Committee discussed the current directions of the program, the issues on the Committee's agenda for the future, and the relationship to other ARL committees and programs. In light of the kinds of projects and interests presented at this meeting and those of the past year or so, the Committee passed several resolutions and agreed to solicit a new research paper.

First, the Committee agreed to recommend to the Board that the Committee be reconstituted as a standing Committee on Statistics and Measurement, with a charge broader than just that of an advisory committee to the statistics program itself. Second, the Committee voted to recommend to the Board of Directors that funding be made available to rectify existing software and data manipulation problems at ARL headquarters, and to support an expanded capability to develop better tools for measuring library performance. The Committee urged the Board to make this an Association priority. The Committee also held an extended discussion on the trends emerging from recent projects and activities within ARL, including areas other than the Statistics Program, and the impact of other agencies' use of ARL data on the association's data gathering efforts, and developed a draft outline that could serve as the basis for a commissioned research paper to explore these issues.

At its July meeting, the Board discussed the Committee's recommendations and agreed to delay action on the first recommendations until the Management Committee had been consulted. The Board concurred with the assessment by the Statistics Committee that an expanded program capability at ARL would be fundamental to extending the program beyond categories of input (money, staff, information resources) and output (circulation, use of reference services, use of electronic services). It therefore recommended an increase in dues to support an expanded capability.

With the departure of Sarah Pritchard on July 31, 1992, the Statistics Program entered a transition period. Nicola Daval is serving as Program Consultant to ensure the continuation of regular projects, including the 1991-92 *ARL Statistics* and the 1992 *ARL Annual Salary Survey*. Patricia Brennan, a student in the Catholic University School of Library and Information Studies, is the research assistant for the program. The changes in personnel and the continuing discussions instigated by the Committee and the Board provide an opportunity for reflection on the role of the statistics and measurement program, both internally and externally.

ARL Statistics. Questionnaires for the 1992 *Annual Salary Survey* and the 1991-92 *ARL Statistics* were distributed to member libraries in July and August respectively; the 1991-92 Supplementary Statistics questionnaire was also distributed. A report on the 1990-91 Supplementary Statistics was sent to members in June; a number of data elements on nonprint collection items from the Supplementary Statistics will be incorporated into the main ARL Statistics for the data year 1992-93.

Tests will be conducted in September/October to determine the feasibility of distributing the preliminary Salary Survey tables via the Internet.

The 1990-91 *ARL Preservation Statistics* were issued in July 1992; the questionnaire for 1992-93 was distributed in September.

A compilation of data from ARL Law and Medical Libraries in machine-readable form, covering 1978-1991, is in the final stages of preparation and will be made available later in the fall.

The Access Inventory was compiled and distributed to members in July 1992. The inventory is intended to complement the selected "core measures" on reference services and electronic resources that were asked in the 1990-91 Supplementary Statistics Questionnaire. The report covered library facilities (e.g., seats, remote storage), machines for using the collections (e.g., microform readers), computer terminals, resource sharing, and particular access services such as special facilities for handicapped users.

Liaison with external statistical programs. ARL has actively sought to collaborate with other library and higher education data gathering efforts; these efforts have both extended the influence of ARL perspectives and experience, and have in turn assisted ARL in refining its data gathering and measurement approaches.

Kent Hendrickson, Kendon Stubbs, and Sarah Pritchard, along with representatives from NCLIS and the ALA Office for Research met with **National Center for Education Statistics (NCES)** staff in San Francisco prior to the 1992 ALA Annual Conference to discuss the NCES **Integrated Postsecondary Education Data System (IPEDS)** library questionnaire for 1994. Substantial emphasis was placed on speeding up the reporting of data collected by NCES. ARL continues to work with this group to make survey forms as comparable as possible. Sarah Pritchard worked with **National Association of College and University Business Officers (NACUBO)** staff to refine the first draft of the library survey for its "benchmarking" project. ARL requested that the twenty-four member libraries that participated in the project send copies of their questionnaires to Kendon Stubbs for further analysis. The Statistics Committee continues to be involved in planning for a seminar of research library measurement tools and techniques to be convened by the **Council on Library Resources** and ARL early in 1993 (see section on Office for Research and Development, page 25).

II. Communications and External Relations

The communications capability is designed to apprise ARL members of current developments of importance to research libraries, inform the library profession of ARL positions on issues of importance to research libraries, influence policy and decision-makers within higher education and other areas related to research and scholarship, and educate academic communities concerning research library issues. Within this capability is the coordination of ongoing efforts across all program areas to maintain and extend ARL's relationships with other organizations in the scholarly community.

Program development. With the departure of Associate Executive Director Sarah Pritchard, the supervision of the Executive Office's communications and publications functions was assumed by Brigid Welch, who will maintain her role as OMS Senior Program Officer in

addition to taking on these new responsibilities. Providing communications support across Executive Office capabilities, the Communications Specialist worked with program staff to produce marketing materials, conference brochures, proceedings, and other publications. Visits were conducted and bids solicited from printers to assess available options for the production of ARL publications. Evaluations of area desktop publishing and design services were also conducted.

Newsletter. Issues no. 163 and 164 were produced in July and September. Continuing the commitment to richness in content and design, the issues addressed such key topics as document delivery, copyright and property rights issues, the virtual library, and other areas of interest to ARL members.

Minutes of the Meeting. The text of *"Building a New Agenda; Economic Pressures, Technological Innovation, and Access to Information," Minutes of the 119th Meeting* (October 1991) was edited and distributed in mid-May. Editing and design are underway for *"The Leadership Role in Library Fund Raising," Minutes of the 120th Meeting,* (May 1992) which should be available in Mid-October 1992.

Relations with the press and publishing community. Press releases were issued in the last several months announcing ARL's invitation to Auburn University to become the 120th ARL member, the Geographic Information Systems Literacy Project (GIS), and the publication of the *119th Meeting Minutes*, the *1990-91 Preservation Statistics*, and the report from the NEDCC/ARL Roundtable on Mass Deacidification. Press coverage included quotations, news items, and articles in the *Electronic Public Information Newsletter, News From FONDREN, NEDCC News, Library Hotline, The Commission on Preservation and Access Newsletter*, the *Chronicle of Higher Education, College and Research Library News*, the *Houston Chronicle*, and *The Christian Science Monitor*. Recent inquiries about ARL programs and policies have come from a variety of publishers and reporters, and formal reviews of ARL publications have appeared in such publications as the *Library Journal*.

ARL hosted booths showcasing recent publications and Association information at the International Technical Book Exhibition at the International Center for Booksellers, Librarians and Documentalists (IBC) and at the American Association of University Presses conference.

ARL maintained active membership in the Association of American Publishers, the Association of American University Presses, and others; more is documented in the section on the Office of Scientific and Academic Publishing.

Relations with the scholarly community and external groups. Communication on both technical and policy levels is documented under all individual programs, especially the Office of Scientific and Academic Publishing, the Office of Research and Development, and the Federal Relations and Information Policy capability. Activities at the executive level during this period included extensive participation in activities of the National Humanities Alliance, the Association of American Universities, the American Council on Education, and the American Council of Learned Societies. The Executive Director attended the International Federation of Library Associations General Conference in New Delhi, India in August. In addition, ARL co-sponsored a seminar entitled "The Role and Future of Special Collections in Research Libraries: British and American Perspectives," which was held in Oxford, England in September.

At the meeting of the ARL Board of Directors in July 1992, Ms. Diane Ravitch, Assistant Secretary of the Office of Educational Research and Improvement at the U.S. Department of Education and Counselor to the Secretary, discussed issues and initiatives of common concern.

ARL-AAU action agenda. In 1991, the ARL Executive Director began a series of meetings with the Education Committee of the Association of American Universities about the challenges facing research libraries. The result was the 1992 adoption of a joint ARL-AAU action agenda and the establishment of an AAU Research Library Project. Key to the AAU Research Library Project is the establishment of three task forces, each one addressing a different action agenda item: the acquisition and distribution of foreign languages and area studies materials; intellectual property rights in an electronic environment; and a national strategy for managing scientific and technological information.

To oversee the work of the task forces, the AAU established a Steering Committee of AAU Presidents. The Steering Committee consists of Hanna Gray, University of Chicago, Chair; Richard C. Atkinson, University of California, San Diego; Myles Brand, University of Oregon; John V. Lombardi, University of Florida; Martin A. Massengale, University of Nebraska; and Charles M. Vest, Massachusetts Institute of Technology. In September, the AAU Steering Committee issued invitations to faculty, university administrators, and librarians to serve on the Task Forces. Task Forces are expected to meet beginning this fall and winter.

ARL will provide information and staff support for the AAU Task Forces. Duane Webster is the primary contact for the project. The following Committees and staff are liaisons to specific task forces:

Foreign Language and Area Studies Materials:
ARL's Research Collections Committee and
Jutta Reed-Scott

Intellectual Property Management:
ARL's Scholarly Communications Committee and
Ann Okerson
ARL's Information Policies Committee and
Prue Adler

Scientific and Technical Information
ARL's STI Working Group and
Jaia Barrett
Coalition for Networked Information and
Paul Evan Peters

III. ARL Membership Meetings

The ARL membership meeting capability is designed to develop programs on topics of interest to ARL membership, schedule and manage meetings and activities, coordinate on-site local arrangements, and evaluate the success of these meetings. The May meeting emphasizes a topical program, coordinated by the ARL President-elect; the October meeting focuses on internal finances, elections and strategic planning.

May 1992. The spring membership meeting was held in Charleston, South Carolina, May 13-15. The theme of the meeting was "The Leadership Role in Library Fund Raising." The program was designed and delivered with the assistance from DORAL (Development Officers in Research and Academic Libraries.) Speakers included library development officers and

directors who outlined trends, roles, and strategies for approaching development issues in the research library environment.

Special sessions addressed international library issues and serials pricing. A reception in the Gibbes Museum of Art hosted by the University of South Carolina and a cruise on "The Spirit of Charleston" were highlights of the meeting.

October 1992. The fall membership meeting will focus on four issues requiring the critical attention of academic and research library leaders: intellectual property rights, organizational change and leadership, cultural diversity, and user requirements for multi-disciplinary research. A combination of presentations and small group discussions will allow ARL members to develop strategies for dealing with issues that have the potential for the greatest impact on the ability of libraries to perform effectively as they enter the 21st century.

The meeting will be held at the Stouffer Concourse Hotel in Arlington, VA, October 21-23, 1992. The opening reception will be at the Library of Congress with welcoming remarks from the Librarian of Congress, James Billington. A special 60th anniversary banquet will be held with a talk by David Stam, University Librarian at Syracuse University. A panel of representatives from the Standing Conference of National and University Libraries (SCONUL) will make a presentation on issues facing academic and research libraries in Great Britain.

May 1993. Planning has already begun for the 122nd meeting to be hosted by the University of Hawaii. It will be held at the Hilton Hawaiian Village in Honolulu, May 3-7, 1993. The emerging role of the Pacific Rim countries and international cooperation issues will be the focus of this meeting.

IV. Governance

The capability for governance of the Association is intended to represent the interests of ARL members in directing the business of the Association. The governing body is the ARL Board of Directors. The functions of the Board include: to establish operating policies, budgets, and fiscal controls; to approve long-range plans; to modify or clarify the ARL mission and continuing objectives; to monitor performance and the succession of the Executive Director; and to represent ARL to the community. The staff role in this capability is to provide information to the Board adequate to fulfill its responsibilities in a knowledgeable and expeditious manner. The Board establishes several committees to help achieve effective governance of the Association.

New Member: At the May meeting, the membership of the Association voted to invite the Auburn University Library to join as the 120th member. Located in Auburn, Alabama, the university is the first new member of the Association since 1988. The university's 1.7 million-volume library contains major research and archival collections on American history and literature, Southeastern United States and Alabama history, architecture, religion, geology, and aerospace history. The library has aggressively pursued the development of electronic information resources and has participated in a variety of national cooperative cataloging, resource sharing, and preservation programs.

New Committees. A Working Group on Firm Serial Prices was established following a presentation by Don Koepp about the Princeton response to one publisher's high price increases for 1992 at the Charleston meeting. Responding to Koepp's call for collective action by ARL to seek firm subscription prices in a timely fashion, approximately twenty four ARL directors

volunteered to serve. The group was formed under the aegis of the Scholarly Communication Committee and began procedural and issue-oriented discussion on an electronic listserv in August. The organizing meeting will be held in October. Don Koepp chairs the group.

As a result of the invitational Preservation Planning Conference sponsored by ARL and the University of Chicago in May (see p. 121), the Preservation Planning Task Force was established. The charge for this group is to help move forward the collaborative preservation agenda envisioned by the Conference participants. Under the aegis of the ARL Preservation of Research Materials Committee, members of the group are: Martin Runkle, Chair; Ross Atkinson, Cornell; Patricia Battin, Commission on Preservation and Access; Kenneth Harris, Library of Congress; Jan Merrill-Oldham, University of Connecticut; Carolyn Morrow, Harvard; Barclay Ogden, University of California, Berkeley; and Eugene Wiemers, Northwestern.

Status reports on standing committee and selected advisory and project groups activities follow:

Committee on Information Policies:

Chair, Merrily Taylor; Staff, Prue Adler

1992 Agenda of issues: U.S. government information policies, reauthorization of HEA, NREN legislation, telecommunications, copyright law, GIS literacy project, and issues surrounding intellectual property concerns in an electronic environment.

Committee on Access to Information Resources:

Chair, Nancy Eaton; Staff, Jaia Barrett

1992 Agenda of issues: reconceptualization of resource sharing in an electronic age, supporting and monitoring the bibliographic control efforts of the Library of Congress and NCCP, and the emerging role of data utilities and national networks.

Committee on Research Collections:

Chair, Charles Osburn; Staff, Jutta Reed-Scott

1992 Agenda of issues: foreign acquisitions project, NCIP and the Conspectus, and consideration of the impact of information technology on collection development strategies.

Committee on Preservation of Research Library Materials:

Chair, William Studer; Staff, Jutta Reed-Scott

1992 Agenda of issues: supporting mass deacidification initiative, promoting use of permanent paper, development of a North American strategy for preservation, preservation statistics, and retrospective conversion of the National Register of Microform Masters (NRMM).

Committee on the Management of Research Library Resources

Chair, Joanne Euster; Staff, Susan Jurow

1992 Agenda of issues: organizational effectiveness, human resources utilization and development, and library education and recruitment.

Committee on Scholarly Communication:

Chair, Paul Gherman; Staff, Ann Okerson

1992 Agenda of issues: encouragement of electronic journal experiments, strategy development in the area of scholarly publishing, promotion of change in management of intellectual property rights, advance alliances with other scholarly and higher education groups.

Advisory Committee on ARL Statistics:

Chair, Kent Hendrickson; Staff, Nicola Daval

1992 Agenda of issues: analyzing expenditure categories, refining government documents measures, reviewing access and automation measures, developing machine-readable formats for data collection, monitoring external statistics projects in the library and higher education arena.

Advisory Committee on the Office of Management Services:

Chair, Joanne Euster; Staff, Susan Jurow

Assignment: to advise on strategy development for ongoing operations, provide guidance in performance and program effectiveness assessment, and review OMS budget and financial plans.

Task Force on Minority Recruitment:

Chair, Joseph Boissé; Staff, Susan Jurow

Assignment: to develop policies and proposals for ARL initiatives in the areas of recruitment, retention, and workplace integration of minorities in professional positions in research libraries.

Working Group on Scientific and Technical Information

No Chair; Staff. Jaia Barrett

Assignment: to monitor STI developments and to function as advisor to the Board for shaping further ARL activities in this area.

Working Group on Future Online Library Information Systems:

Chair, Paula Kaufman; Staff, Jaia Barrett

Assignment: to focus discussion on research library future needs for online library information systems.

V. Management Services (Office of Management Services (OMS))

This capability encompasses the provision of consulting, training, and publishing services on the management of human and material resources in libraries. The activities are carried out through the Office of Management Services, including the OMS Consulting Services Program, the OMS Information Services Program, and the OMS Training and Staff Development Program.

Committee on the Management of Research Library Resources

The Committee on the Management of Research Library Resources oversees and advises on the work of OMS, assists in the development and evaluation of programs, and recommends OMS policy and priorities.

At its meeting in Charleston, the Committee convened three working subgroups to facilitate development of ARL initiatives in the areas identified previously: Organizational Effectiveness, Human Resource Utilization and Development, and Library Education and Recruitment. Projects identified in these discussions for further Committee action include formation of a subgroup to update the ARL Policy on Library Education and the ARL/CLR Seminar on Research Library Measurement Tools and Techniques.

Advisory Committee for the OMS

At its May meeting, the Advisory Committee reviewed the OMS Business Plan and made a proposal to the ARL Board for increased funding to the OMS . The proposal included increased ongoing support for the Office and a one-time grant for program enhancement. The Committee also approved a 10% price increase for OMS products and services, effective January 1993.

Task Force on Minority Recruitment

The Task Force on Minority Recruitment was established by Board action to draft a policy and a strategy statement on encouraging professional staff diversity. It is a working subgroup of the Committee on the Management of Research Library Resources. At its May meeting, the Task Force worked on a draft policy statement, a statement of purpose and goals, an outline of program elements and action items, and a broad cost outline. Joe Boissé, Task Force chair, working with task force members, has drafted a document addressing these aspects of the Task Force charge for Board review. The Task Force also developed the outline for a program session on minority recruitment programs in ARL libraries, which will be presented at the October ARL Membership Meeting.

OMS CONSULTING SERVICES PROGRAM

The Consulting Services Program includes activities related to the conduct of institutional studies and consultations. To assist libraries in their efforts to make the transition from an archival role to that of an information gateway during this period of limited resources, OMS Consulting Services Program provides a wide range of consulting services, incorporating new research on service delivery and marketing as well as on organizational effectiveness. Using an assisted self-study approach, OMS Consulting Services provides academic and research libraries with programs to systematically study their internal operations and develop workable plans for improvement in such areas as public and technical services, planning, and organizational review and design.

The OMS provides onsite and telephone consultation, staff training, manuals, and other materials to aid participants in gathering information and in situation analysis.

Summary of Activities

During this period, a wide range of projects were undertaken:

Strategic Planning and Planning Retreats: Cornell, SUNY-Stony Brook, NAL, University of California at Berkeley, University of Missouri, Preservation Planning Conference, New York State Preservation Planning Program

Public Services Review: University of Oregon

Collection Assessment Project: North Carolina State University

Organizational Review and Design: University of Arizona

Teambuilding and Team Management: MIT

Total Quality Management Programs: Harvard, Michigan State University

Staff Development: Texas A & M University, MIT

OMS INFORMATION SERVICES PROGRAM

The OMS Information Services Program gathers, analyzes, and distributes information on contemporary management techniques, conducts surveys and analytical reviews, and answers inquiries on library issues and trends. The overall goals of the program are identifying expertise and encouraging its exchange; promoting experimentation and innovation; and improving performance and facilitating the introduction of change. This is accomplished through an active publication and service program whose principal components are the Systems and Procedures Exchange Center (SPEC), the OMS Occasional Paper Series, the Quick-SPEC survey services, and the new OMS Conferences Program.

Summary of Activities

Quick-SPEC Surveys Completed. ARL Library members requested Quick-SPEC surveys on the following topics: Reference Department Workloads; Cutbacks in Library Materials Purchasing, 1992/93.

Tallies of Quick-SPEC survey responses are available free of charge upon request to all libraries responding to the surveys. Other interested ARL members can request copies and documentation for a minimal charge.

SPEC Kits Completed. The following SPEC Kits were published and distributed: *Interlibrary Loan Policies and Practices; Collection Development Performance Appraisal; Faculty Status Systems for Librarians; Online Database Printing Charges.*

Upcoming SPEC Surveys. Access to Electronic Files; Internship Programs; Cooperative Collection Development Programs; Liaison Services in ARL Libraries; Financial Cutback Management Strategies.

Upcoming SPEC Kits. System Migration; Library Development and Fundraising; Interlibrary Loan Policies and Practices; System Migration; Access to Electronic Files; Internship Programs; Cataloging Microreproductions; The ARL Virtual Library; Book Repair Techniques.

Upcoming OMS Occasional Papers. Contracts have been signed for the following publications: The Myers-Briggs Type Indicator and Library Management; Organizational Restructuring; Library Information Desks; Cooperative Collection Development Programs; Financial Cutback Management Strategies.

New from OMS Publications. *Resources for the Implementation of Total Quality Management (TQM): In Education, in Nonprofits, and in the Service Sector: An Annotated Bibliography,* compiled by Anne Blankenbaker and edited by Maureen Sullivan, September 1992.

OMS Conferences. OMS sponsored the 3rd International Conference on Library Fee-bases Services, held in Tempe, Arizona October 8-10, 1992. The conference theme was "Quality Services: Applying Business Practices to Nonprofit Services Delivery." Over 150 participants attended program sessions on issues related to quality management of library fee-based service operations in the 1990s, including: effective service delivery models; marketing to nonprofit clientele; fee-based services and the information economy; training for service delivery; principles of product development; information malpractice; measuring customer satisfaction; politics of fee-based services; fee-based services and state economic development; and financial aspects of fee-based services.

OMS TRAINING AND STAFF DEVELOPMENT PROGRAM

The Training and Staff Development Program is designed to help academic and research libraries find better ways of developing their human resources. The program is made up of institutes and workshops designed to strengthen the organizational, analytical, creative, and interpersonal skills of library staff. It seeks to promote personal responsibility for the improvement of library services and programs as well as for effective individual performance.

Summary of Activities
During this period, the following training events were conducted:

PUBLIC INSTITUTES AND WORKSHOPS

Library Management Skills Institutes I**
September 29-October 3, Chicago
**formerly Basic Library Management Skills Institute

Management Skills Updates Sessions**
Update II: Managing Priorities and Making Decisions, Ottawa, May 21-22.

****The Update Sessions are new programs for graduates of the OMS Basic Management Skills Institute.

SPONSORED INSTITUTES AND WORKSHOPS
Library Management Skills Institute I, Tulane, May 19-22
Library Management Skills Institute I, UCLA, August 25-28
Library Management Skills Institute I, Wayne State University, September 14-17
Library Management Skills Institute I, Library of Congress, August 3-6
Management Institute for Asst/Assoc Directors in ARL Libraries, Safety Harbor, FL, June 4-7

SPECIAL FOCUS WORKSHOPS
Leadership Skills for Supervisors, Duke University, June 4
Managing Change During Periods of Fiscal Restraint: Making Tough Choices, Consortium of Rhode Island Research Libraries, June 16
MBTI EAR, June 25, San Francisco
Total Quality Management Workshop, June 26, San Francisco
Managing Change, AALL San Francisco, July 18
Advanced Management for Senior Law Library Administrators, AALL San Francisco, July 18

Video Loan Program. In operation since 1989, the OMS Video Loan Program makes management videos available to libraries inexpensively. Currently, there are 34 different videos in the library and second copies of four titles on such topics as coaching for improved performance, empowerment, supervision, and meeting management. The program has 36 subscribers. The program is operating on a cost-recovery basis, with income being used to purchase new videos or additional copies of popular titles.

Total Quality Management Initiative. In addition to activities listed above, Susan Jurow made a presentation on a model for implementing TQM in ARL libraries at the LAMA-LOMS meeting at ALA in June. Ms. Jurow and Susan Barnard, ARL/OMS Visiting Program Officer during the

fall 1991, are editing an upcoming (winter '92) issue of *Journal of Library Administration* exploring Total Quality Management (TQM) and its potential applications in research libraries.

OMS OPERATIONS

OMS Operations encompasses overall coordination and management of the Office of Management Services, program planning, financial planning and strategy, fiscal control and secretarial support, and office operations.

Price Changes. OMS started its third year of a 3-year price schedule cycle designed to bring revenue and costs into balance. The long-range pricing structure has also served to provide members with information to facilitate planning for operations that require OMS services.

Staff Changes. Gloria Haws has joined the OMS as Program Assistant for Customer Services. She will provide support for customer service activities in the OMS Training and Staff Development Program and the Information Services Program.

VI. Federal Relations and Information Policy Development

The Federal Relations and Information Policy Program is designed to: monitor activities resulting from legislative, regulatory, or operating practices and programs of various international and domestic government agencies and other relevant bodies on matters of concern to research libraries; prepare analysis of and response to federal information policies; influence federal action on research libraries-related issues; examine issues of importance to the future development of research libraries; and develop ARL positions on issues that reflect the needs and interests of members. This capability includes the ARL Information Policies Committee.

Summary of Activities:

Networking and Telecommunications Issues. NREN. Passage of the NREN bill, PL 102-194 has lead to numerous new activities and meetings seeking to define implementation strategies for the NREN. Prue Adler was a member of the NSF NIS solicitation review panel and ARL submitted a position paper and participated in the September EDUCOM/Computing Research Association NREN Policy Workshop. Related meetings sponsored by the Electronic Frontier Foundation explored interim strategies and a review and evaluation of the NSF/NSFNET/Interim NREN recompetition solicitation. Additional meetings sponsored by Computer Professionals for Social Responsibility focused on privacy, security, and access issues. Finally, Duane Webster presented a statement at the NCLIS forum on Library service roles for the NREN. ARL will continue to work with congressional staff on related NREN applications bills including S. 2937, the Information Infrastructure Technology Act of 1992 and H.R. 5759, and bills seeking to modify the NSF Acceptable Use Policy.

ARL continues to review and comment on bills that would permit regional Bell telephone companies **(RBOCs)** to manufacture equipment and provide information services in addition to participating in numerous forums on these issues. Related activities of interest included participation in a series of ongoing workshops exploring access, privacy, encryption, and security issues in networking. ARL has joined a **Working Group on Digital Telephony** with others in the public and private sectors to respond to congressional and executive branch

proposals that, as drafted, would provide the FBI greater leeway in monitoring electronic, voice, and data communications. Discussions with the FBI on these proposals are ongoing.

National Libraries. ARL continues to review and provide suggested revisions to LC and congressional staff concerning the Library of Congress Fund Service legislation, S 1416, now S. 2748. LC staff, congressional staff, and staff of ARL, ALA, and AALL have met throughout the summer and fall to fashion a bill. In July, ARL submitted a statement for the hearing record before the Senate Committee on Rules and Administration on S.2748, the LC Fund Service legislation. Although Congress will not act on the LC Fund Service bill this session, it will be resubmitted early in the next Congress. Thus ARL will with other associations continues to meet with Library and congressional staff.

HEA reauthorization. President Bush's signing of the HEA reauthorization bill on July 23 culminates well over two years worth of work to update HEA programs. P.L. 102-325 contains most of the ARL/ALA recommendations. ARL, with ALA, submitted final language for consideration in the House-Senate conference on the bill, with particular focus on Title II and Title VI programs. ARL is working with staff of the Department of Education staff to incorporate needed HEA reauthorization revisions into program plans and the grants process. ARL joined with 17 other higher education associations and staff of the Department of Education's Center for International Educational in a two-day session to review needed changes to HEA Title VI. Deborah Jakubs, Head of the International and Areas Studies, Perkins Library, Duke University, and Prue Adler represented ARL in these discussions.

ARL has joined in a coalition with twenty other higher education associations to promote increased funding for Title VI programs. Recent House and Senate actions have increased funding of Title VI, section 607, to $990,000 for FY 1993, an increase of $490,000. Final figures will be set in a House-Senate conference.

Information policy legislation and related activities: ARL is an active participant in information policy debates. With others in the library community, ARL is actively working to secure passage of the GPO WINDO/Gateway bills (HR 2772 and S. 2813) prior to the congressional recess in early October.

ARL with others in the public and private sectors has written, presented testimony, and made visits to members of Congress and staff in opposition to several measures that would impose user fees and license and/or copyright-like restrictions on government information. ARL is working in support of legislation that will provide **Landsat** data at marginal cost in lieu of current commercial practice.

Members of the library community constituted the majority of respondents to the proposed revisions to **OMB Circular A-130**. The Circular, "Management of Federal Information Resources," provides guidance to federal agencies regarding information collection, maintenance, and dissemination policies and practices. The proposed revisions constitute a significant improvement over current policy though several problems remain. ARL comments focused on concerns regarding the availability of electronic products to the depository library program and called for OMB to actively promote federal agencies to disseminate resources via networks. ARL participated in numerous forums promoting the library position regarding the proposed Circular.

ARL has promoted an Internet connection for GPO with congressional and GPO staff. With the introduction of the new GPO Electronic Bulletin Board, Internet access is crucial. In addition, ARL has initiated a working group and e-mail list within the depository community to review GPO inspection policies and requirements. This working group will work in

conjunction with Depository Library Council initiatives on rethinking the depository library program.

Phase I of the **ARL GIS Literacy Project** began on June 4 with the training of representatives from thirty-one research libraries. The ARL GIS Literacy Project seeks to educate librarians and users about GIS as well as to develop GIS capabilities in research libraries. Based on the high level of interest by ARL libraries in the Project, a second phase with over thirty additional research libraries is underway. The vendor, ESRI, has offered to donate the additional resources to the other libraries that requested participation. Training for phase II will be conducted at the ESRI training facility on November 9-10 in Redlands, CA . A third phase for interested Canadian ARL members is under development. Discussions with three other GIS vendors has begun regarding possible donation of software, training, and data (as appropriate), and technical support. In addition, other GIS vendors have contributed data and offered educational discounts for hardware and related software in support of the ARL Project.

Copyright and Intellectual Property. ARL wrote to members of the House and Senate and met with staff to express concerns with H.R. 191 and S. 1581, bills that would permit federal agencies to **copyright software** when engaged in cooperative research and development agreements. The House bill was modified to reflect many of the ARL's concerns. In July, ARL joined with others in the library, information, and public interest communities in testimony opposing S. 1581. ARL also opposes the recent proposal to copyright ERIC and supports congressional efforts to prohibit such activities.

Legislation amending the Copyright Act to clarify congressional intent relating to **fair use of unpublished materials** passed both the House and Senate. ARL submitted testimony for the record on S. 1035 and H.R. 2372 supporting amendments to the Copyright Act.

Appropriations and Indirect Costs. ARL monitored, provided testimony, letters of support, and/or congressional visits in support of FY 1993 agency budgets including NEH, Department of Education, NSF, LC, NAL, NLM, and the Census Bureau. ARL continues to monitor congressional and federal activities relating to indirect cost issues. This includes tracking of the two federal task forces currently examining the relationship of the government to research universities and the recent congressional report relating to federal support for science and technology. Following up on an ARL background paper on indirect costs and libraries developed at the request of the American Association of Universities, ARL is working with others in the higher education community on these issues.

VII. Collections Services

This capability addresses the broad issues facing research libraries in the areas of collection management and preservation. The work of two ARL committees is covered by this capability: Research Collections, and Preservation of Research Library Materials.

ARL's collection development efforts are directed toward the program objective of supporting member libraries' efforts to develop and maintain research collections, both individually and in the aggregate. Strategies to accomplish the objective include: promotion of needed government and foundation support for collections of national importance in the United States and Canada; efforts toward improving the structures and processes needed for effective cooperative collection development programs, including the North American Collections

Inventory Project (NCIP); provision of collection management consulting through the Collection Analysis Program; and development and operation of collection management training programs.

ARL's preservation efforts support the strategic program objective of promoting and coordinating member libraries' programs to preserve their collections. Strategies in pursuit of this objective include: advocacy for strengthening and encouraging broad-based participation in national preservation efforts in the U.S. and Canada; support for development of preservation programs within member libraries; support for effective bibliographic control of preservation-related process; encouragement for development of preservation information resources; and monitoring technological developments that may have an impact on preservation goals.

Committee on Preservation of Research Library Materials

The Committee is pursuing a number of initiatives during 1992 to address preservation problems in research libraries. One dominant concern is monitoring developments relating to mass deacidification. Building on the recommendations developed at the September 1991 Roundtable on Mass Deacidification, the Committee recommended that ARL pursue a cooperative mass deacidification project.

Strengthening North American preservation programs is an ongoing Committee priority. The Preservation Planning Conference served as a unique forum through which to advance the planning for a coordinated, comprehensive North American preservation effort for research libraries. The University of Chicago Library, with the co-sponsorship of the Association of Research Libraries (ARL), convened this invitational Conference in Chicago on May 27-29, 1992. The Conference brought together management teams from sixteen ARL institutions with mature preservation programs as well as representatives from organizations with a demonstrated interest in preservation. To move forward the preservation agenda developed at the Conference, the participants created a Preservation Planning Task Force, which will be convened under the aegis of the ARL Preservation of Research Library Materials Committee.

The Committee is also working closely with Patricia Battin, President, Commission on Preservation and Access and George Farr, Director, Division of Preservation and Access, National Endowment for the Humanities to address the myriad issues relating to preservation of research materials.

The Committee continued to monitor the preservation statistics program. The *1990-91 Preservation Statistics Survey* was published in July. The 1991-92 Preservation Statistics questionnaire has been mailed to ARL libraries in September. Publication of the 1991-92 report is planned for spring 1993.

ARL Preservation Planning Task Force

Central to the work of the Task Force is the vision of a North American preservation program that coordinates the stewardship activities of individual research libraries where economies of scale, standardization, and other benefits of cooperative action may be realized. The members of the newly established Preservation Planning Task Force are: Martin Runkle, Chair, Director, University of Chicago Library; Ross Atkinson, Assistant University Librarian, Collection Development and Preservation, Cornell University; Patricia Battin, President, Commission on Preservation and Access; Kenneth Harris, Director for Preservation, The Library of Congress; Jan Merrill-Oldham, Head, Preservation Department, University of Connecticut; Carole Moore, Chief Librarian, University of Toronto and Canadian Liaison; Carolyn Morrow, Malloy-Rabinowitz Preservation Librarian, Harvard University; Barclay Ogden, Head, Conservation Department, University of California-Berkeley; Eugene Wiemers, Assistant University Librarian for Collection Management, Northwestern University. Jutta Reed-Scott is providing staff support. The Task Force met on August 18, 1992 to discuss its work plan. As the

initial step, Task Force members will prepare a report that will outline central preservation needs in research libraries and will propose strategies for addressing these needs.

North American Collections Inventory Project (NCIP).

The North American Collections Inventory Project (NCIP) is operating on a cost recovery basis, providing training services and publications on-demand. ARL and RLG continue to cooperate on the development and revision of Conspectus materials. During the past six months James Michalko, RLG's President, and Duane Webster have had a series of discussions about the future of the Conspectus. Emerging from these discussions are proposals that will 1) expand ARL's role in the development of the intellectual content of the tool and shift to ARL the responsibility for completing some of the remaining revisions; 2) commit ARL and RLG to promote the importance of the newly revised History Conspectus and encourage widespread participation among member institutions in completing the assessments of their history collections; 3) support a joint contract with WLN to provide a microcomputer-based version of the Conspectus; and 4) reaffirm RLG's intent to maintain the RLIN Conspectus database.

The Committee on Research Collections has assumed the responsibility for the oversight of NCIP.

Committee on Research Collections

The Committee is providing oversight for the Foreign Acquisitions Project, funded by the Andrew W. Mellon Foundation. The Committee approved the work plans for the second phase of the project and will review project progress in October. Discussions at the May Committee meeting also highlighted concern about the implications of electronic information resources and the need to develop innovative approaches and structures aimed at facilitating electronic resource sharing. The Committee plans to develop a problem statement and recommended strategy that will serve as a starting point for the Committee's discussion of this topic at the upcoming October meeting.

VIII. Access and Technology

This capability addresses the myriad issues related to the ARL mission of enhancing access to scholarly information resources. The work of five ARL groups is covered by this capability: the Committee on Access to Information Resources; the Work Group on Scientific and Technical Information, the ARL Advisory Committee on the ARL-RLG Interlibrary Loan Cost Study, the Task Force on Future Online Library Information Systems, and the ARL representatives to the Steering Committee of the Coalition for Networked Information. In addition, this capability encompasses the new relationship established among ARL, EDUCOM, and CAUSE - the HEIRAlliance.

Committee on Access to Information Resources

In May, the Committee was asked by the ARL Board to review a membership initiative concerning a reciprocal no-fee interlibrary loan agreement. In discussions with the membership during the May Business Meeting, Committee Chair Nancy Eaton reported that the Committee would pursue an economic assessment of three ILL models: a no-fee reciprocal loan agreement; an agreement that tracks and tallies loans and borrows among participants and periodically bills net borrowers to reimburse net lenders; and a third model that includes commercial document delivery services and compares the costs of these services to the costs of traditional ILL operations. CLR has agreed to provide modest support for an economic assessment of a document delivery model that includes commercial services.

In August, a subcommittee met to discuss an interlibrary loan white paper prepared by Shirley Baker in collaboration with Mary Jackson, ILL Librarians from the University of Pennsylvania. The subcommittee (Nancy Eaton, Shirley Baker, Malcolm Getz, and Martin Runkle) met with representatives of OCLC and RLG about the nature of ARL library ILL data that could be made available from their automated systems. Also discussed was an offer of system support from OCLC to provide an ILL transaction tracking and tallying service for ARL libraries. The assumptions, tentative conclusions, and a working plan developed during this meeting will be discussed with the full Committee in October.

Also since May, the Access Committee has pursed two other agenda items: a forum for discussion of coordinated cataloging, and, in collaboration with a representative from the Information Policies and the Scholarly Communication committees, development of a draft issues memorandum concerning network(s) sources and roles that is intended to frame the issues in a way to sort respective committee responsibilities.

Work Group on Scientific and Technical Information

The Work Group, formed in the fall of 1991, is a follow-up on the recommendations made by the 1991 ARL Task Force on Science and Technology Information (STI) Needs. The Work Group monitors STI developments and functions as advisor to the Board for shaping further ARL activities in this area. In May, the work group briefly reviewed a range of activities underway at LC, the Council on Library Resources (Conference on National Engineering Information Service), New York Public Library (Science, Industry, and Business Library), an academic faculty initiative that proposes a National Library for the Environment, and a U.S. federal inter-agency Global Change Initiative - Data Management Project. The work group advised ARL monitoring of these and other STI projects, especially in light of the developing AAU-ARL Action Agenda on STI.

In July, representatives of the work group met to discuss the parameters of agreements between and among libraries that may choose to participate in a distributed system that is constructed to serve user needs for access to STI.

Advisory Committee on ARL-RLG Interlibrary Loan Cost Study

The Committee, established in December 1991, advises ARL staff on the conduct of the ARL-RLG Interlibrary Loan Cost Study. This joint project, approved by the ARL Board in October 1991, has collected information on the costs incurred by research libraries for interlibrary lending and borrowing transactions. Over 70 ARL institutions are participating in the CLR supported study. The Committee met in May to advise on the analysis of the aggregate data and has since consulted on procedures for making the data available.

Task Force on Future Online Library Information Systems

The Task Force met in May to determine future direction and concluded that there was a continuing need for a forum to take stock of the state of library online systems and to identify what subsequent activities may be necessary. The October task force meeting will include representatives from the ARL Access Committee, the Coalition for Networked Information, and the CLR Bibliographic Services Study Committee so that the groups may coordinate approaches to the issue.

ARL Representatives to the Steering Committee of the Coalition for Networked Information

As part of the governance structure of the Coalition for Networked Information, each of the three founding organizations (ARL,CAUSE, EDUCOM) has three seats on the CNI Steering Committee. ARL representatives to the committee have been given staggered terms to achieve eventual consistency with other ARL Committee assignments. The members of the committee meet with the ARL Board to review communication and advisory processes between ARL and CNI. Since the Coalition's business plan expires at the end of June 1993, the Steering Committee has begun a zero-based review with a variety of options.

The Higher Education Information Resources Alliance (HEIRAlliance)

In May 1991, the ARL Board reviewed an invitation from CAUSE and EDUCOM to form an alliance with them to identify cooperative ventures dealing with information resources management. The HeirAlliance was approved in concept by all three boards as a "paper" device to allow further project-based cooperation.

The Board approved an initial project of the HEIRAlliance, a newsletter or alternative communication mechanism covering information technology and information resources targeted at chief executives and academic officers in the 3,000 academic institutions in the United States and Canada. Board support for the project, for up to three years, was coupled with the understanding that there would be an ongoing review and assessment process, and that ARL's financial exposure would be limited to not more than $16,000 per year plus inflationary increases.

In response to the comments surrounding the proposals for a newsletter, CAUSE has prepared a briefing paper *What Presidents Need to Know ... about the Integration of Information Technologies on Campus*. The report is the result of work by teams that consisted of library directors, heads of information technology, and presidents. The document is due to be released in October.

IX. Office of Scientific and Academic Publishing

The objective of the Office of Scientific and Academic Publishing is to maintain and improve scholars' access to information. OSAP undertakes activities to understand and influence the forces affecting the production, dissemination, and use of scholarly and scientific information. The Office seeks to promote innovative, creative, and alternative ways of sharing scholarly findings, particularly through championing newly evolving electronic techniques for recording and disseminating academic and research scholarship. The Office also maintains a continuing educational outreach to the scholarly community in order to encourage a shared "information conscience" among all participants in the scholarly publishing chain: academics, librarians, and information producers. ARL's mission in this area is to work with its partners to view academic publication not as a "library problem" but as a shared enterprise and an opportunity to "promote the progress of science and the useful arts." This capability also covers the ARL Scholarly Communication Committee.

Scholarly Communication Committee. This committee was established in 1991 to monitor developments, determine critical issues requiring ARL attention, inform members, and design strategic responses that can serve to influence the future of scholarly communication. For its May 1992 meeting, the committee invited a visiting presenter, Dr. Harry Lustig, Treasurer of the American Physical Society. Dr. Lustig described the journals publishing program of the APS, detailed trends of the past two years (pages up; circulation halved; enormous increase in

submissions) and sought the input of committee members on the future of science journal publishing. Since the meeting, the APS has established at least two task forces with librarian participation: Journal Pricing (Michael Keller, Yale, invited library member) and Electronic Publishing (Ann Okerson, consulting library member).

The Committee is interested in further invitations to scholarly societies to make presentations at ARL meetings. Committee members communicate regularly via an electronic list maintained at Virginia Polytechnic Institute to share information on scholarly publishing events and activities. The Working Group on Firm Serial Prices was established under the aegis of this committee (see Governance, page 5).

Summary of Current OSAP Activities:

Collaborating with the Scholarly and Academic Community. A top priority of OSAP is to communicate with the learned and professional society and university press community, to build partnerships for delivering scholarly information more effectively within the higher education and not-for-profit sectors. OSAP operates at the intersection of the research library and scholarly publishing communities. Many activities continued to be geared toward this objective in the past six months.

•**AAUP (Association of American University Presses).** After the success of the April 1992 "Visions and Opportunities in Electronic Publishing" symposium, which many registrants describe as the "Woodstock Meeting," the AAUP enthusiastically formed a planning committee to hold a second Symposium (December 1992) as a co-sponsored venture. We have worked with this group and with Dave Rodgers of the AMS to shape a program of the same format but with a "Second Generation" theme.

ARL received free exhibitor space at the AAUP annual meeting in June and our "booth," featuring online demos and ARL documents, was one of the most heavily attended at the conference. We are currently on the review groups for e-publishing proposals from Rutgers, MIT, and Oxford University Press. There is a great deal of enthusiasm about this increasing collaboration on the part of both groups.

•**AMS (American Mathematical Society).** The AMS continues to collaborate with OSAP on the electronic publishing symposium for December as well as other projects related to Preprints and the proposed Consortium for Electronic Publishing (see below).

•**APS (American Physical Society).** The APS continues to make contacts with ARL for input on the future of its publishing programmes. We have been invited to e-committee meetings, and the APS has scheduled visits to 6 ARL libraries to observe electronic information in action.

•**MLA (Modern Language Association).** The MLA expressed interest in mounting a humanities journals project based on data gathered during production of the *MLA Bibliography*. The first team meeting was held on April 23rd, 1992. The purpose of the study would be to describe the growth of the modern languages scholarly literature, forces affecting such growth, pricing, and nature of the literature. A third meeting was held at the University of Pennsylvania in September to formulate questions that librarians would propose for such a study.

•**NASULGC (National Association of State and University Land Grant Colleges).** The relationships with NASULGC are actively pursued, although the current Library Committee chair has stepped down and some new connections need to be established. NASULGC is

establishing an investigation into technology and campus effects. A request has been made for OSAP to provide resource information to the group.

•**SSP (Society for Scholarly Publishing).** NASIG (the North American Serials Interest Group, entitled, "If We Build It: Electronic Networking and Serials." and the Society for Scholarly Publishing (SSP) held their annual conferences jointly from June 18-21, 1992. Ann Okerson chaired the joint program committee and AAUP joined for part of the conference.

•**STM (International Organization of Scientific/Technical/Medical Publishers).** We continue to serve on the Library Relations Committee, a publisher group that seeks better communication with libraries on common issues. Ann Okerson attended a re-organizational committee meeting at the Frankfurt Book Fair, September 28th.

•**Consortium for Electronic Publishing.** This concept has been developed during the past six months in collaboration with the American Mathematical Society. It is currently in draft stage and has been reviewed by a few ARL members including the Scholarly Communication Committee. It has also been vetted and revised by a joint working meeting (October 6th) composed of about 20 participants divided between university press leaders, learned societies, and librarians. About a dozen institutions have offered to participate at the outset and if momentum and grant funding converge, the idea could be implemented in the first half of 1993.

Working with the Library/Networking Community.

Includes the following presentations:

- ERIC annual conference, Washington, DC, May 1992.
- Medical Library Association, Great Journals Debate keynote, May 1992.
- Merit Networking seminar, presentation on e-journals, June 1992.

Research, Consumer, Investigative Activities

•**Copyright and ownership.** One focus of OSAP discussions on campuses and at learned society meetings has been on the concept of ownership of intellectual property. A number of faculty in several ARL universities have now expressed interest in alternative models for copyright assignment, such as retaining certain rights for themselves, their universities, or their libraries, rather than assigning total copyright to academic publishers. Such limitations in assignment would result in an assignment of a license rather than of copyright, a response consistent with the situation in which electronic publications are being licensed rather than sold to users.

Serving as a resource to the AAU Task Force on Intellectual Property Rights will give ARL additional opportunity to have these critical issues discussed throughout many campuses. Co-moderating an electronic list on derivative works under the umbrella of Brian Kahin and the CNI's Scholarly Communications Project has already provided a number of insights into how electronic ownership might work. We have invested time and energy in a reading and understanding of the Texaco decision.

•**Elsevier/Pergamon letters to editors.** The world's largest publisher sent letters to editorial board members, librarians, and some university officers stating that the reason research libraries cannot afford to keep up with serial purchases is that the rate of budget increase in ARL libraries is half the rate of increase in university R & D monies. While the statement about overall rate of increase is accurate, it is clear from analyzing ARL serials expenditures that they have kept up precisely with R & D. Clearly the argument of the publishers is incorrect in this important regard, although it must certainly be said that the

perceived need to keep up with serials has had a deleterious effect on other budget lines. Kendon Stubbs performed a great deal of analysis and cooperated with the OSAP on publicizing the correct data.

•**Gordon & Breach.** G & B appealed the Swiss court ruling. We have cooperated with our learned society colleagues in reviewing the briefs filed in the appeal and commenting on them at length.

•**Benchmark survey.** OSAP continues to work with University of Florida staff on a survey of the use of electronic journals in ARL libraries; the survey was due for publication in the summer of 1992. About 65 ARL universities responded to the detailed questionnaire. Publication has been delayed.

•**Journal price per unit column in ARL newsletter.** An occasional column has been started which lists leading journals in small disciplines and calculates the average price per page. The series has included the fields of geophysics, mass spectrometry, and women's studies.

Publications and Publishing.

•***Symposium on Electronic Networked Publishing for Publishers,*** December 5-8, 1992. This three-day seminar was conceived in collaboration with the American Mathematical Society and the Association of American University Presses. The first one was held in April 1992. While the NSF offered to support any deficits, the Symposium achieved better than break-even without this financial assistance. Its purpose, and that of the second symposium is to bring together many of the "pioneer" publishers on the academic networks, to describe their projects, to share ideas, to encourage publishers to experiment with the new distribution medium, and to offer the support and even the expertise of research libraries in the publishing process. While the first session was limited to 70 participants, it was oversubscribed within three weeks of a limited mailing. The December meeting has been opened up to 100 paid registrants and will include a day of hands-on Internet training for users at the beginning and advanced levels with a team of eight trainers at the University of Maryland.

•**Preprints.** The development of scholarly electronic "preprint" services by individual scholars, by learned societies, and possibly libraries on some campuses suggests a new model for article distribution which potentially has profound ownership implications. OSAP, along with the AMS, assembled and participated in a May 1992 meeting to consider construction of article preprint services on the electronic networks. Twenty-five interested volunteer participants from learned societies, academe, and libraries attended this very productive meeting, and an unpublished preliminary report exists, as well as a description in the recent ARL newsletter. A task force has completed a first draft report.

•***ARL Directory of Electronic Journals, Newsletters, and Academic Discussion Lists.*** OSAP published the second edition at the end of March 1992 with a press run of 3,000 copies. The *Directory* lists about three dozen e-journals, over 100 newsletters, and nearly 800 academic discussion lists, conferences, and bulletin boards. This publication has generated considerable interest in the academic resources which are becoming available on the net. Currently, sales are running according to projections. After five months of sales, intake is approximately $18,000 of a projected $30,000 prior to the new edition we hope to produce for spring 1993. As the entries expand, there is discussion concerning the best presentation for the third edition.

Recent Publications by the OSAP Director:

With Kendon Stubbs, "Remembrance of Things Past, Present, and Future," *Publishers Weekly,* July 27, 1992: 22-23.

"Electronic journals: current issues," Quarterly Bulletin of the International Association of Agricultural Information Specialists, 37:1-2 (1992): 46-54.

X. International Relations

This capability covers monitoring activities, maintaining selected contacts, identifying developments on issues of importance to American research libraries, and sharing experience of North American research libraries that may contribute to the development of collections and services in research libraries internationally.

As with scholarly relations, international relations represents a capability that is manifested by activities in several separate program areas rather than through a consolidated office. This year's International Federation of Library Associations' Conference in New Delhi, *Library and Information Policy and Perspectives,* had 105 U.S. participants. Papers and sessions dealt with themes such as national library and information policies and their impact on technical, scientific, cultural, and social development; national library systems; users and their needs; and staff training. The ARL Executive Director conducted a one-day workshop on Applying Strategic Planning to Library Organizations and participated in a panel discussion about the impact of Europe integration on library programs. ARL and the Library of Congress planned a reception for the U.S. Delegation attending IFLA. The reception was hosted by U.S. Ambassador and Mrs. Pickering and was held at the home of Mr. and Mrs. Kenneth Brill. The Librarian of Congress James Billington spoke. Sponsors were the American Association of Law Libraries, the Association for Library and Information Education, the American Library Association, the Special Libraries Association, and the Art Libraries Societies of North America.

In September, ARL was one of several sponsors for a week-long seminar in Oxford titled *The Role and Future of Special Collections in Research Libraries: British and American Perspectives.* Sul Lee, University of Oklahoma, was the coordinator. The purpose of this seminar was to examine the British experience with special collections and to assess implications for North American Libraries faced with the pressures to use available information resources in the light of diminished funding. An important concern was the restructuring of scholarship and higher education with the advent of dramatic new technologies. The seminar was specifically aimed at library directors and heads of special collections at North American institutions that possess significant special collections. There were 22 participants from the United States. Distinguished guests who made presentations were: Mary Clapinson, Bodleian Library; Charles Cullen, The Newberry Library; Douglas Greenberg, American Council of Learned Societies; Clive Hurst, Bodleian Library; Paul Mosher, University of Pennsylvania; Brian J. Perry, British Library; and David Zeidberg, University of California, Los Angeles. Other sponsors of the conference were The University of Oklahoma Libraries; The Bodleian Library, University of Oxford; and the Department of Continuing Education, University of Oxford.

SCONUL, the Standing Conference of National and University Libraries, ARL's counterpart in the U.K., is sending a delegation of representatives to ARL's October 1992 Membership Meeting. A panel on the *Future Expectations for Research Libraries in the U.K.* will feature remarks by SCONUL delegates.

International issues will play a strong role in the programming of the May 1993 Membership Meeting as well as focusing on informative issues related to the Pacific Rim.

Prue Adler serves as the ARL representative on the Department of State Advisory Panel on International Copyright of the Advisory Committee on International Intellectual Property, addressing Gatt, WIPO Copyright Program, and related issues. The ARL Office of Research and Development is involved at several levels with international analyses and collaborations, including the projects on foreign publications and Latin American Studies, and the Japanese Research Resources and International Linkages projects that are in the planning stages (see more in Section XII).

The ARL Executive Director is also providing leadership in two new areas. Mr. Webster represents ARL on the Committee on Archival, Library, and Information Sciences of the International Research and Exchange Board, Inc. (IREX) and serves as a member of the National Coordinating Committee on Japanese Library Resources.

XI. General Administration

General administration encompasses the overall coordination and management of the Association, program planning and strategy development, staffing, financial planning and strategy, fiscal control, and secretarial support and office operations.

Financial status as of August 1992. The August financial report indicates that for all accounts combines the Association is 10% under budget for expenses. Revenue figures appear strong in all areas with the exception of the OMS training and staff development program.

ARL 1993 financial strategy. At the July meeting of the ARL Board of Directors, intense discussion revolved around the prospective move of the Association headquarters and need for a dues increase to meet the cost of increased space. The Board also received requests from two committees to increase support to two ARL capabilities: statistics and the OMS. While acknowledging the difficult financial situation that many ARL libraries face, the decision was made to propose to membership a 15% increase to $12,000. Key elements in the package included an ongoing allocation to permanent reserve, the move of ARL headquarters to a new location with increased space, expanded support for the statistics capability and for the OMS, and a 4% cost of living adjustment.

Personnel resources. With the departure of Sarah Pritchard, Associate Executive Director, several interim work assignments were made pending review of staffing options.

Jaia Barrett is serving as Acting Associate Executive Director, coordinating projects and programs.

Susan Jurow is responsible for administrative operations and Board and membership meeting coordination and management.

Brigid Welch is supervising the ARL and OMS communication and publications programs.

Nicola Daval has taken responsibility for the ARL Statistics Program and the salary surveys and publications.

Gloria Haws joined the staff as OMS Program Assistant for Customer Services. Steve Bell replaced Christine Klein as Research and Executive Assistant. Virginia Blodgett and Stacie Carpenter, graduate students at the Catholic University School of Library and Information Studies, are both working on an hourly basis to support OSAP and the federal relations program.

Diane Harvey, Librarian at The Johns Hopkins School for Advanced International Studies, is providing professional support for Research and Development projects on a part-time basis.

Office operations and systems. Since May efforts to identify and evaluate sites for a new ARL headquarters have intensified. Options were narrowed based on criteria developed over the past two years. Financial projections and preliminary floor plans were developed to serve as selection tools. Preliminary negotiations were engaged with the best-choice option in early September.

All ARL electronic communications were moved to the inhouse DEC Ultrix server when the University of Maryland closed down its computer in late August. Discussions on the ARL Directors List have continued to be active and lively. Work has begun on a procedures manual for ARL Executive Office accounts payables transactions.

XII. Research and Development

The ARL Office of Research and Development consolidates the administration of grants and grant-supported projects administered by ARL. The major goal within this capability is to energize the ARL research agenda through the identification and development of projects in support of the research library community's mission as well as the development of funding support for those projects. The ARL Visiting Program Officer project is a part of this capability.

I. CURRENT AND COMPLETED PROJECTS

NEH Preservation Project.

In June 1991, the National Endowment for the Humanities awarded ARL an 18-month grant of $59,933 to support the enhancement and revision of the Preservation Planning Program (PPP) resources. With this additional NEH funding, ARL is updating the Preservation Planning Program Manual and Resources Notebook. The award also supports the development of a series of focused resource guides that will assemble guidelines, procedures, checklists, and technical documentation related to the major components of a preservation program. A key feature of the project is the participation of ten preservation administrators in carrying out major portions of this further enhancement of preservation planning materials for research libraries. These enhanced PPP resources will be completed by December 1992.

National Register of Microform Masters (NRMM) RECON Project.

ARL in partnership with the Library of Congress is administering the "Creation of Machine-Readable Cataloging for the NRMM Master File." ARL is using the RETROCON services of OCLC to produce the records. The Library of Congress is distributing the resulting tapes through its Cataloging Distribution Service. The goal of the project is the conversion into machine-readable records of approximately 474,000 monographic reports in the NRMM Master File, which represents the records for microform masters held by libraries, archives, publishers, and other producers.

In December 1991, the National Endowment for the Humanities, Division of Preservation and Access awarded ARL $665,222 for the continuation and completion of the

project for retrospective conversion of monographic records in the NRMM Master File. Building on the earlier NEH investment, this is the final phase of a complex, multi-year effort.

In February 1992, OCLC completed the second phase of the project with the conversion of 258,000 reports. The final phase of the project began in March 1992 and is scheduled to end in June 1993. Plans are currently underway to develop a subsequent project to convert the serials reports in the NRMM Master File.

National Register of Microform Masters (NRMM) RECON Project for Serials

The ARL, in partnership with the Library of Congress, has begun planning for a project for retrospective conversion of the serials records in the NRMM Master File. The project envisions an institution-based, distributed approach. ARL would serve as the project administrator and would work initially with a core group of institutions with large numbers of NRMM serial reports. The goal of the project is to convert the NRMM serials records that are not yet available in the OCLC or RLIN databases, creating both bibliographic and holdings records in a machine-readable form. Funding will be sought from the National Endowment for the Humanities.

Scholarship, Research Libraries, and Foreign Publishing in the 1990's.

This ARL project is directed toward developing a clearer understanding of the forces influencing North American research libraries' ability to build collections of foreign materials. Its long-term goal is to mobilize major segments of the higher education community, including research libraries, in developing effective strategies and the resources needed to address scholars' foreign information needs. Support for the project is provided by the Andrew W. Mellon Foundation.

Essential components of the initial phase of the project were establishing the project organizational structure. The ARL Committee on Research Collections is serving as Project Advisory Committee. A Project Task Force of twelve senior administrators of collection management programs in ARL libraries has been established.

Current project activities include:

- Developing joint projects with foreign area groups to analyze publishing output and research libraries' acquisition and delivery of foreign imprint collections. Seven projects are underway. The intent is to identify priorities for foreign materials by broad world areas.

- Conducting pilot test studies that will focus on acquisitions needs for six areas, including Germany, Mexico, Russia, China, Japan, and Western African countries. Project task forces under the aegis of the respective foreign area group have been established. These groups will complete their investigations by December 1992.

- Working with the American Academy of Arts and Sciences, Midwest Center to bring together scholars and foreign area bibliographers to assist in determining priority needs and strategies for improving access to foreign materials. The first meeting was held at the University of Chicago in late April. The second meeting is scheduled in Cambridge, MA on November 12, 1992.

- Consulting with the AAU Acquisition and Distribution of Foreign Language and Area Studies Materials Task Force to assist in identifying strategies to strengthen acquisitions of foreign materials and securing needed funding.

In addition, there are a number of related activities. A special focus is contributing to the development of a national plan for research library resources in Japanese Studies. Early in 1992 the National Coordinating Committee on Japanese Library Resources was formed to mobilize the resources of funding organizations in support of creating a comprehensive system of access to Japanese information. Duane E. Webster serves as a member of this Committee.

Two ARL Visiting Program Officers have provided essential assistance. Gayle Garlock, Associate Librarian for Collection Development, University of Toronto is devoting about 20% of his time to the project in 1992. During spring 1992, Assunta Pisani, then Associate Librarian of Harvard College for Collection Development, worked on a part-time basis to establish links with several foreign area library associations and committees.

Phase III of the project is scheduled to be completed in early 1993. The final phase will be directed toward the consolidation and dissemination of the research carried out during Phases I and II, refinement of the methodologies based on the experience during the six pilot studies, extension of the methodologies to remaining areas requiring study, and the development of procedures for the ongoing monitoring of the state of access to foreign materials in North America.

Latin American Studies Project.

Dr. Dan C. Hazen, Selector for Latin America, Spain, and Portugal in the Harvard College Library, is serving as ARL Visiting Program Officer for a Latin American Studies assessment project. Scheduled for completion in early 1993, the project aims to evaluate the progress in providing machine-readable access to bibliographic records in Latin American studies in North American research libraries and to assess the extent to which past efforts and current RECON and preservation programs have addressed Latin Americanists' needs. ARL plans to publish the report of Dr. Hazen's investigation in spring 1993. The Harvard College Library is supporting Dr. Hazen's project. Additional support is provided by the Research Libraries Group and ARL libraries that have participated in the Latin American Recon Project.

H.W. Wilson Cultural Diversity Project.

In October 1990 and again in October 1991, ARL was awarded grants of $30,000 each from the H.W. Wilson Foundation for phases I and II of the project "Meeting the Challenges of a Culturally Diverse Environment." The project was successful in creating a greater awareness among members of existing cultural diversity programs and trends. Three relevant SPEC Kits and Flyers were published and a review was prepared of relevant initiatives in business and industry, higher education, and libraries. A mailing reporting on the project was prepared and distributed by OMS to a wide range of academic libraries. The project was also represented at the Black Caucus of ALA Conference. A plan for an electronic discussion list on cultural diversity has been developed along with a design for an OMS Cultural Diversity Consultants Training Institute. The project is furthered through the work of Kriza Jennings, OMS Diversity Consultant. Funding for future phases of the project will be sought.

Interlibrary Loan Cost Study

In early 1992 ARL and RLG undertook a joint project to survey ARL libraries for information on the costs of interlibrary lending and borrowing activities. An Advisory Committee was established (see Section VIII) to consult on the project. The survey was distributed in February, with data collection ongoing through June; data verification continued into September. Analysis of the aggregate data from over 70 ARL libraries and a final report

are scheduled for the fall of 1992. The Council on Library Resources provided $10,000 toward support of the project.

GIS Literacy Project

Phase one of the ARL GIS Literacy Project was initiated with thirty-one libraries participating in a two-day GIS training session in June. Training was followed by attendance at the ESRI 12th Annual User Conference where participants mingled with more than 2,000 GIS users from 55 countries. The project seeks to introduce, educate, and equip librarians with skills needed to provide access to spatially referenced data in multiple formats. Geographic Information Systems (GIS) software and training was provided to the project by ESRI, Inc. along with complimentary access to the ESRI User Conference. Data was donated to project participants by ESRI, and GDT, another GIS software company; DEC donated equipment for use in the training session; ANDATACO is offering participants an educational discount for hardware; and the American Association for Geographers donated $5,000 for project expenses. The Universities of Connecticut and Kansas provided staff time for Visiting Program Officer support.

Phase two of the project will replicate the activities of phase one for approximately thirty more libraries with training scheduled for November 1992; phase three, expected for fall-winter 1992-93, will provide a comparable GIS introduction for Canadian ARL libraries. Additional project funding is sought from the H.W. Wilson Foundation.

NACS-ARL Reserve Room Custom Publishing Project

ARL and the National Association of College Stores (NACS) have launched a project to explore cooperation between libraries and campus stores in developing custom publishing services for material usually placed on reserve. In July, representatives from thirteen ARL institution libraries and campus stores met to discuss project design. Plans call for pilot projects during the fall and spring semesters of the 1992-93 academic calendar.

II. PROJECTS UNDER DEVELOPMENT

ARL-AAU Action Agenda

ARL and the Association of American Universities have established a joint action agenda to address critical issues facing research libraries. The three agenda items are: availability of foreign publications and area studies resources; intellectual property in an electronic environment; and dissemination of scientific and technical information. In cooperation with ARL, AAU has established a Research Library Project with task forces to address each of the three topics. Funding has been requested from the Andrew W. Mellon Foundation to support the work of this initiative.

ARL-CIC Mass Deacidification Project

Approximately 25 research libraries have indicated an interest in participating in a joint ARL-CIC Mass Deacidification project. The project is proposed as a four-year initiative to activate or enhance local mass deacidification programs with the incentive of matching funds to steadily escalate libraries' budgets for mass deacidification services. The project also proposes to support a cooperative effort among participants to identify priority questions about the technology that warrant research and/or vendor attention.

Conversations are underway with the Andrew W. Mellon Foundation and Pew Charitable Trusts about support for the project. The project design will be a topic for discussion before the ARL Preservation Committee in October.

ARL-CLR Seminar on Research Library Measurement Tools & Techniques

In May 1992, as a follow- up to the findings of the October 1991 ARL Strategy Forum (see ARL Newsletter 161 for a detailed report) three ARL Committees (Statistics, Management, and Access) discussed the concept of an Economic Model Seminar that had been developed by ARL staff in collaboration with David Penniman, President of CLR. Those deliberations, plus subsequent conversations held during the ALA conference in June, led to a recommendation for ARL and CLR to pursue the seminar as an occasion to bring together a small number of ARL directors with experts from the fields of operations research, business, economics, and public policy.

The goal of the proposed seminar is to characterize and discuss the kinds of questions and decisions faced by directors of research libraries, and to determine from the experts what tools or techniques from other fields may be applicable. The results would subsequently be presented for discussion with the ARL Membership with an eye to identifying one or more applications to be tested in a pilot project. In October, the three ARL committees will be asked to assist in the identification of questions that might be discussed in such a forum. The seminar is tentatively planned for February 1993.

Japanese Research Resources: Models for Cooperative Programs

In consultation with librarians active in ongoing Japanese Area Studies planning, ARL is developing a project to design and assess future models for collecting, describing, and servicing Japanese research collections. The project would be undertaken in the context of the ARL Foreign Publications Project (see above). In September the National Coordinating Committee for Japanese Library Resources (NCC) recommended that ARL pursue the project under its auspices. A task force is being established to develop a joint NCC-ARL project and a demonstration prototype.

VISITING PROGRAM OFFICERS

Dan Hazen, Harvard University: with Jutta Reed-Scott on the Latin American Studies Project.

Gayle Garlock, University of Toronto: with Jutta Reed-Scott on the Foreign Publications Project.

Assunta Pisani, Harvard University: with Jutta Reed-Scott on the Foreign Publications Project.

Donna Koepp, University of Kansas: with Prue Adler, on the ARL GIS Literacy Project.

COALITION FOR NETWORKED INFORMATION
To Advance Scholarship and Intellectual Productivity
1527 New Hampshire Ave., N.W.
Washington, D.C. 20036
202 462-7849 FAX
202 232-2466

APPENDIX: ARL/CAUSE/EDUCOM Coalition for Networked Information

REPORT ON PROGRAM PRIORITIES

SUMMARY INDEX TO ACTIVE INITIATIVES

1. **Preparation of a "white paper" synthesizing work to date on economic analyses of the life-cycle costs of printed information access and delivery with an understanding of how networks might be used for access to and delivery of existing scholarly journals.**

   See priorities 1.1 and 1.2.

2. **The Rights for Electronic Access to and Delivery of Information (READI) Program.**

   See priority 1.3.

3. **The Architectures for Innovative Networked Scholarly Communication and Publication Project.**

   See priority 2.1.

4. **The TopNode for Networked Information Resources, Services, and Tools Project.**

   See priority 3.2.

5. **The Z39.50 Interoperability Testbed.**

   See priority 4.6.

6. ***Information Policies: A Compilation of Position Statements, Principles, and Other Pertinent Statements.***

   See priority 5.1.

7. **How Networked Information Resources and Services are being used to Improve Teaching and Learning.**

   See priority 6.1.

8. **Information packets for new networking users and constituencies.**

   See priority 6.2.

9. **Development of a packet of information for use in formulating and addressing institutional and organizational issues arising from the emergence of a national networked information infrastructure and environment.**

   See priority 7.1.

10. **Development of Cost / Benefit Analyses of Alternative Models for the GPO WINDO / Gateway Legislative Proposal.**

    See priority 8.1.

11. **X.500 Service Developers Exchange.**

    See priority 3.5

12. **Representing the interests, needs, and readiness of members of the Coalition and its Task Force in Federal Legislative Processes and Initiatives.**

    See priorities 5.4, 5.5, 5.6, 8.1, and 8.3.

MODERNIZATION OF SCHOLARLY PUBLISHING

1.1 **Economic analyses of networked information distribution, access, and delivery, and of the life-cycle costs of printed information distribution, access, and delivery.**

- This priority was the subject of a presentation by Richard Katz, Special Assistant, Information Systems and Administrative Services, University of California, Office of the President, at the Fall 1991 Task Force Meeting and of an article that he prepared for a special issue of *Serials Review* that appeared in mid-1992. Copies of this issue of *Serials Review*

have been distributed to the representatives of all Task Force member institutions and organizations.

- Robin Albert, formerly an intern at the Coalition, is finishing work on the preparation of an accessible synthesis of this presentation with the one referred to in priority 1.2, which will be ready for distribution as a Coalition "white paper" sometime in the late summer.
- The likely next step will be to draft and issue a *Call for Statements of Interest and Experience*, addressing both this and priority 1.2, to identify additional individuals, institutions, and organizations able and willing to contribute to the work on this priority within the framework provided by this white paper.

1.2 **Understanding how networks can be used as media for access to and distribution of existing scholarly journals, and of alternative models for networked information distribution, access, and delivery.**

- This priority was the subject of a presentation by Chet Grycz, Chair of the Scholarship and Technology Study Program, University of California, Division of Library Automation, at the Fall 1991 Task Force Meeting and of a special issue of *Serials Review* that he edited and which appeared in mid-1992. Copies of this issue of *Serials Review* have been distributed to the representatives of all Task Force member institutions and organizations
- Robin Albert, formerly an intern at the Coalition, is finishing work on the preparation of an accessible synthesis of this presentation with the one referred to in priority 1.1, which will be ready for distribution as a Coalition "white paper" sometime in the late summer.
- The likely next step will be to draft and issue a *Call for Statements of Interest and Experience*, addressing both this and priority 1.1, to identify additional individuals, institutions, and organizations able and willing to contribute to the work on this priority within the framework provided by this white paper.

1.3 **The potential of site licenses and related agreements between creators and users of published works to catalyze the formation of the market for networked information.**

- The Rights for Electronic Access to and Delivery of Information (READI) Program was announced at the Fall 1991 Task Force Meeting and was the subject of a *Call for Statements of Interest and Experience* that was issued at that time.
- The services of a consultant were retained to design and conduct three expert panels, to attend the Spring 1992 Meeting of the Task Force, and to undertake a variety of other efforts leading to a report about and recommendations concerning the feasibility of promulgating a common set of terms and conditions for managing relationships and property in the market for networked information.
- The consultant led a discussion on this priority at the Working Group on the Modernization of Scholarly Publishing session at the Spring 1992 Task Force Meeting and reported on progress at the closing plenary session of that Meeting.
- The three (sellers, buyers, and mixed) expert panels (involving a total of 36 individuals) met on June 17, June 18, and July 7, 1992.
- In early September, 1992 the preliminary findings from these panels will be distributed for comment to their members, to an advisory panel of 38 individuals, and to other interested and concerned parties

1.4 **The potential of networked information access from and delivery to institutions and organizations using high-volume, networked printing (imaging) facilities.**

- Monitoring the startup of the CUPID Project.
- The CUPID Project was the subject of a synergy session at the Spring 1992 Task Force Meeting.

1.5 **An approach to data gathering and analysis that will insure that the most important questions about networked full-text projects (such as TULIP) and their experiences are asked and answered in a manner that allows different ap-**

proaches to be contrasted and compared so that the lessons that are learned are known to as wide a group of interested institutions, organizations, and parties as possible.

- This priority was first articulated on January 24, 1992.
- A strategy for addressing this priority is being formulated in light of its discussion at the Spring 1992 Task Force Meeting.
- The likely next step will be to draft and issue a *Call for Statements of Interest and Experience* for individuals, institutions, and organizations willing and able to contribute to the work on this priority.

TRANSFORMATION
OF SCHOLARLY COMMUNICATION

- This area will pursued in depth at the Fall 1992 Meeting of the Task Force for which the theme is "The Transformational Potential of Networked Information".

2.1 **The genuinely innovative potential of the network medium for scholarly communication and publication and the architectural requirements of collaborative, iterative, and derivative works and compound information objects that contain images, video, sound, executable algorithms, and associated datasets in addition to traditional text.**

- The Architectures for Innovative Networked Scholarly Communication and Publication Project, supported by a grant from the Digital Equipment Corporation, was launched at an invitational meeting held in Los Angeles on September 14, 1991.
- A strategy for addressing this priority is being formulated in light of its discussion at the Spring 1992 Task Force Meeting.
- The likely next step is to draft and issue a *Call for Statements of Interest and Experience* to identify authors able and willing to contribute to the architectural statement that will be the major deliverable of the first phase of the work on this priority and to identify other individuals, institutions, and organizations able and willing to otherwise contribute to the work on this priority.

2.2 **The promises and challenges of networked information for scholarship and pedagogy in the humanities, arts, and social sciences as well as the sciences and professions.**

- This priority was the subject of a presentation by Douglas Greenberg, Vice President, American Council of Learned Societies, at the Fall 1991 Task Force Meeting.
- The Coalition arranged for Avra Michelson, Archival Research and Evaluation Staff, National Archives and Records Administration, to make a plenary address at the National Net '92 conference on forecasting the use of the NREN by humanities scholars.
- The Coalition is assisting with the "Technology, Scholarship and the Humanities: The Implications of Electronic Information" conference being planned by the American Council for Learned Societies and the Getty Art History Information Program for September 30 through October 2, 1992.
- The Coalition is assisting with the "Impact of Technology on the Research Process: Archives in the Year 2000" program being planned by the Society of American Archivists as part of its 1992 Annual Meeting schedule in Montreal from September 12 through 17, 1992.
- The Coalition began letter-writing campaign to 100+ professional, scholarly, and scientific societies was begun in June and early July, 1992 in an attempt to open lines of communication and to discuss joint activities. Representatives from some of these societies will be invited to the Fall 1992 Meeting of the Task Force as guests of the Coalition.
- The Coalition is participation in a series of discussions with a group of public and private funding agencies that will likely lead to the establishment of some sort of "sponsors forum" with the aim of improving communication

among principal investigators of networked information initiatives.

DIRECTORIES AND
RESOURCE INFORMATION SERVICES

- This area was pursued in depth at the Spring 1992 Meeting of the Task Force for which the theme was "Network Navigation and Navigators".

- The Coalition planned four sessions, involving sixteen speakers, to pursue this topic in depth at the National Net '92 conference.

- The Coalition will extend the benefits of the Spring 1992 Task Force Meeting program theme by offering preconferences on that topic at the EDUCOM and CAUSE 1992 annual meetings. The preconferences will focus on current implementations as well as on broader issues of network navigation and navigators.

3.1 **The need for open systems, standards, and, therefore, interoperable products and services based upon a distributed architecture of servers that draw upon a common or at least comparable set of data elements.**

- Work progressed on the design of a vision statement. It is now most likely that this statement will emerge as a by-product of the work on the TopNode for Networked Information, Resources, and Tools Project as described in priority 3.2.

3.2 **A (printed and networked) directory of directories and resource information services that provides qualitative (consumer) as well as descriptive information.**

- The TopNode for Networked Information Resources, Services, and Tools Project was announced at the Fall 1991 Task Force Meeting and was the subject of a *Call for Statements of Interest and Experience* that was issued at that time.

- Indiana University was selected to play the lead role in the TopNode Project with Merit Network, Inc. playing an important supporting role and two meetings have been held to begin drafting the details of the project plan.

- This priority was a major discussion topic at the meeting of the Working Group on Directories and Resource Information Services at the Spring 1992 Meeting of the Coalition Task Force and was reported on in the closing plenary session of that Meeting.

- In May, 1992 Pete Percival, Manager of Academic Information Environment, Indiana University, worked with Craig Summerhill and representatives of BRS Software Products to design data forms for the TopNode database.

- On June 23, 1992 there was a meeting of TopNode project participants in Bloomington, IN. Minor revisions to Mr. Percival's proposed data forms were made and workflow between Merit and Indiana University were designed.

- Every effort is being made to finish the first, public use version of the TopNode database before the end of 1992. As soon as that milestone is reached, a call for statements of interest and experience till be issued to identify sites that would like to integrate the TopNode database into their local networked information environments.

3.3 **The Library of Congress effort to enhance the MARC formats to account for the cataloging requirements of networked resources and services.**

- The Library of Congress issued a new draft of its discussion paper entitled *Providing Access to Online Information Resources* which was discussed at the January 27, 1992 meeting USMARC Advisory Committee.

- This work was the subject of a project briefing session at the Spring 1992 Task Force Meeting.

- In April, 1992 OCLC announced a related project, the *Internet Resources Cataloging Experiment*. It is designed to test the suitability of the USMARC Computer Files Specifications (Computer Files Format) and the Anglo American Cataloging Rules 2nd edition

(AACR2) for the cataloging of electronic information objects in the Internet.

3.4 **The National Science Foundation *Network Information Service Manager(s) for NSFNET and the NREN* project solicitation.**

- The National Science Foundation released this project solicitation in early March, 1992 with a due date of March 30, 1992.
- This was the subject of a presentation during the opening plenary session at the Spring 1992 Task Force Meeting and the subject of discussion in two project briefing sessions at the Spring Meeting.
- Proposals submitted in response to this solicitation were reviewed by a panel convened for this purpose during June, 1992. No information about that review and related next steps has come forward as of yet, but informed sources have indicated that an award will be made in October, 1992.

3.5 **The need for a "X.500 Implementors Group" to focus and cross-fertilize the X.500 implementation efforts of the Coalition constituency and to place those efforts in their proper context as defined by the programs of other related agencies, principally the Internet Engineering Task Force (IETF).**

- This priority was first articulated on February 26, 1992.
- The "user service" (including X.500) area of the program of work of the Internet Engineering Task Force (IETF) was the subject of a presentation during the opening plenary session at the Spring 1992 Task Force Meeting and the subject of discussion in two project briefing sessions at the Spring Meeting.
- A charter for a joint activity with IETF known as the "X.500 Service Developers Exchange" has been drafted and is under review by interested and concerned parties.

ARCHITECTURES AND STANDARDS

4.1 **A consistent and complete mechanism for linking bibliographic, abstracting, and indexing files to files of their associated source materials.**

- The Workshop on ID and Reference Structures for Networked Information was formed on October 24, 1991.
- An attempt is being made to schedule a meeting in the late summer or early fall of 1992 to bring people interested in and working on this priority together with people interested in and working on the next (4.2) priority because it has become come clear that the interests and work of these two communities is reaching an advanced stage and is intimately related. Such a meeting will most likely be convened as a joint undertaking with the Internet Engineering Task Force (IETF) and the new Internet Research Task Force (IRTF).

4.2 **A single standard for the transmission of bitmapped image files.**

- Promoting review and adoption of Internet RFC 1344 in this area.
- An attempt is being made to schedule a meeting in the late summer or early fall of 1992 to bring people interested in and working on this priority together with people interested in and working on the preceding (4.1) priority because it has become come clear that the interests and work of these two communities is reaching an advanced stage and is intimately related. Such a meeting will most likely be convened as a joint undertaking with the Internet Engineering Task Force (IETF) and the new Internet Research Task Force (IRTF).

4.3 **Protocols for handling networked requests for delivery of source materials.**

- Studying appropriate Coalition role and strategy by monitoring efforts already underway by others.

4.4 **Mechanisms for inter-organizational authentication, accounting, and billing.**

- Studying appropriate Coalition role and strategy by monitoring efforts already underway by others.

4.5 Lessons drawn from the experience of pilot projects that exercise networked printing utilities.

- Monitoring the startup of the CUPID Project.
- The CUPID Project was the subject of a synergy session at the Spring 1992 Task Force Meeting.

4.6 Provide an "interoperability testbed" to specify, implement, and test advanced functions for Z39.50 to accelerate the pace and to ensure the quality of standardization efforts in this area.

- The first meeting of the Z39.50 Interoperability Testbed was held on February 10, 1992 additional meetings have been held every month or so since then.
- This priority was a topic of discussion at the joint meeting of the Working Group on the Transformation of Scholarly Communication and the Working Group on Architectures and Standards at the Spring 1992 Task Force Meeting and was the subject of a report during the closing plenary session of that Meeting.
- A number of Z39.50 "connect-a-thons" have been scheduled in conjunction with various conferences and meetings throughout the rest of 1992.

4.7 Provide a family of mail reflectors for current awareness and a bibliographic database for question answering regarding technical reports and related materials being issued by pertinent academic and research departments and activities in Coalition member institutions and organizations.

- This priority is being studied and developed as one of the network services of the Coalition.

LEGISLATION, CODES, POLICIES AND PRACTICES

- Meetings were held on the evening of July 28 and the day of July 29, 1992 and on the evening of August 23 and the day of August 24, 1992, to guide the formulation of Coalition positions, strategies, and tactics regarding a variety of (a) networked information policy initiatives and issues, and (b) networked public information access and delivery initiatives and issues.

5.1 A (print and networked) clearinghouse for and a register of statements from organizations with positions, principles, codes, statutes, etc. pertaining to networked information.

- The first edition of *Information Policies: A Compilation of Position Statements, Principles, Statutes, and Other Pertinent Statements* was released at the Fall 1991 Task Force Meeting.
- The first edition of *Information Policies* has been loaded, in a variety of formats, configurations, and organizations, into an anonymous FTP archive facility as one of the Coalition network services. It also has been deposited in the CAUSE Exchange Library for print distribution by that means.
- Robin Albert, formerly an intern at the Coalition, has begun work on updating and expanding the first edition of *Information Policies*. Revisions of existing policies and additional policies will be loaded into the FTP archive on an ongoing basis beginning this fall.

5.2 Model principles, policies, and practices pertaining to the social, professional, and legal structures and processes that define networked scholarly publication and communication.

- This priority was the subject of a presentation by Brian Kahin on his Scholarly Communication in the Network Environment Project, supported in part by the Coalition, at the Fall 1991 Task Force Meeting.
- Mr. Kahin's project was the subject of a synergy session at the Spring 1992 Task Force Meeting.
- Several network discussion forums were established in support of Mr. Kahin's project in June, 1992, and these forums are now in active operation generating experiences and findings of importance to Mr. Kahin's project.

- Mr. Kahin and the Coalition are discussing ways and means for completing the first phase of this project by the Spring 1993 Task Force Meeting with (a) a mid-project report at the Fall 1992 Task Force Meeting as a synergy session or project briefing, and (b) an invitational meeting to be held as soon thereafter as possible to validate and disseminate the results of the first phase of the project.

5.3 **Principles, policies, and practices pertaining to (a) asocial (such as hateful speech and predatory or criminal behavior) and other "responsible use" behaviors in networked environments, and, (b) balancing the need for both confidentiality (even anonymity) and security in networked environments.**

- This priority will be one of the topics address at the panel session on network and networked information policy issues at the Fall 1992 Meeting of the Task Force.

5.4 **Contributions to and influence on the report to the US Congress that the Director of the Office of Science and Technology is required to produce before the end of 1992 on six basic questions of NREN implementation, management, and development.**

- This priority was pursued during the panel on "perspectives on and issues concerning network implementation and development strategy in light of the passage of the High Performance Computing Act of 1991 with its NREN provisions" at the Spring 1992 Task Force Meeting.

- This priority was the major agenda item at the meetings on network and networked information policy issues and initiatives that the Coalition held on the evening of July 28 and the day of July 29, 1992 and on the evening of August 23 and the day of August 24, 1992.

- The Coalition prepared a position paper for and will be represented at a workshop jointly sponsored by the IEEE-USA Committee on Communications and Information Policy, the Computing Research Association, and the EDUCOM Networking and Telecommunications Task Force that will be held on September 16 - 18, 1992 to share the perspectives and positions of a number of concerned associations and parties on these questions.

5.5 **Support of the networking recommendations made by the July 1991 White House Conference on Libraries and Information Services.**

- The Coalition Executive Director testified at the Open Forum on Recommendations of the White House Conference on Library and Information Services convened by the U. S. National Commission on Libraries and Information Science (NCLIS) on March 10, 1992.

- The Coalition arranged for Peter Young, Executive Director of the NCLIS, to make a plenary address at the National Net '92 conference on the process and recommendations of the White House Conference on Library and Information Services with special attention to the networking activities and needs of libraries that are not affiliated with academic or research institutions of higher education.

- The Coalition Executive Director briefed NCLIS on the Coalition's views on the NREN public policy framework and on the opportunities and challenges presented by the NREN for improved information access and delivery on June 2, 1992.

- The Coalition Executive Director testified at the NCLIS Open Forum on the Role of Libraries and Information Services in the NREN on July 21, 1992.

5.6 **The Information Infrastructure and Technology Act of 1992**

- Senator Gore introduced the Information Infrastructure and Technology Act of 1992 (S. 2937) on July 1, 1992. It was subsequently introduced in the House. Informed sources do not believe that there is sufficient time or interest to hold hearings on these bills let alone to pass them before the sitting Congress adjourns.

- This priority was the major agenda item at the meetings on network and networked information policy issues and initiatives that the Coalition

held on the evening of July 28 and the day of July 29, 1992 and on the evening of August 23 and the day of August 24, 1992.

TEACHING AND LEARNING

6.1 **Exemplary models of educational, rather than research, networking.**

- A *Call for Project Descriptions*, a new type of call, was issued at the Spring 1992 Task Force Meeting, and through other network and print means, to identify efforts that illustrate how networked information resources and services can be used in support of teaching and learning. It was reissued in mid-July, 1992 to identify additional projects of interest.

- The responses to this *Call* will be used to build a database of and a tracking mechanism for these and related projects and to sponsor participation by representatives from several of these projects in the EDUCOM '92 conference, including a panel session devoted to their objectives, methods, and findings.

6.2 **Information packets for specific "new user" communities of school administrators, distance learning professionals, community college officials, public librarians, museum executives, and others.**

- A special financial contribution has been received from International Business Machines to help defray the expenses incurred in the preparation and dissemination of this packet.

- The first draft of these information packets has been completed and was reviewed at the Spring 1992 Task Force Meeting.

- The next step is for a contractor to edit and produce the packets with a goal of them being available for distribution before the Fall 1992 Task Force Meeting.

6.3 **Relationships with other associations and organized groups with comparable interests and activities.**

- Work progressed on identifying such associations and organized groups and on establishing relationships with them.

6.4 **Making the National Research and Education Network (NREN) into a Resource for Educators.**

- The wording of this priority is drawn from the title of a proposal that John Clement, Director of K-12 Networking for EDUCOM, coordinated and submitted to the National Science Foundation in late January.

- A strategy for addressing this priority is being developed in light of its discussion at the meeting of the Working Group on Teaching and Learning at the Spring 1992 Task Force Meeting.

6.5 **A series of inter-university seminars via computer network.**

- The wording of this priority is drawn from the title of a proposal that Jeremy Shapiro, Director of Academic Computing and Networking for the Fielding Institute, formulated and submitted to the Working Group on Teaching and Learning after the Fall 1991 Task Force Meeting.

- A strategy for addressing this priority and proposal is being formulated in light of its discussion at the meeting of the Working Group on Teaching and Learning at the Spring 1992 Task Force Meeting.

MANAGEMENT AND
PROFESSIONAL AND USER EDUCATION

- The importance of human resources, and the professional and user support services they enable, to the networked information infrastructure and environment was the subject of the dinner address by Pat Molholt, Associate Director of Libraries and a computer science doctoral candidate at Rensselaer Polytechnic Institute, at the Spring 1992 Task Force Meeting.

7.1 **Development of a packet of information for use in formulating and addressing institutional and organizational issues arising from the emergence**

of a national networked information infrastructure and environment.

- The project to prepare this packet was announced at the Fall 1991 Task Force Meeting and was the subject of a *Call for Statements of Interest and Experience* that was issued at that time.

- A consultant has been retained to write the materials for this packet based on the outline developed by the Working Group. Materials will be produced in three segments. The first portion of the materials will be available by Fall and the entire set of materials will be available in early 1993.

7.2 **Metrics for measuring and comparing institutional excellence in networked information access, management, and delivery.**

- A strategy for addressing this priority is being formulated in light of its discussion at the Spring 1992 Task Force Meeting.

7.3 **A clearinghouse of training materials.**

- A strategy for addressing this priority is being formulated in light of its discussion at the Fall 1991 Task Force Meeting.

7.4 **Workshops and other facilitating events and materials pertaining to the surfacing, managing, and leveraging of cultural differences between information technologists and librarians.**

- A strategy for addressing this priority is being formulated in light of its discussion at the Fall 1991 Task Force Meeting.

7.5 **Assisting and influencing regional accrediting associations in their efforts to review the ways in which they assess libraries and computing.**

- This priority was the subject of a synergy session at the Spring 1992 Task Force Meeting.

- A strategy for addressing this priority is being formulated in light of its discussion at the Spring 1992 Task Force Meeting and at the meeting of the Steering Committee on April 28, 1992.

7.6 **Cultivate a strategic vision of professional roles in the networked information infrastructure and environment.**

- This priority was first articulated in February, 1992.

- A strategy for addressing this priority is being formulated in light of its discussion at the Spring 1992 Task Force Meeting.

7.7 **Use of the Internet as as a vehicle for distance / distributed training for professionals concerned with information resource management**

- The Coalition Steering Committee discussed this priority for the first time at its meeting on July 24, 1992. The Committee was attracted to the idea and Robert Heterick, one of the three CAUSE representatives to the Coalition Steering Committee, agreed to formulate a strategy for addressing this priority for consideration by the Committee on October 5, 1992.

ACCESS TO PUBLIC INFORMATION

- Principles and strategies for exploring and exploiting technological ways and means for improving access to and delivery of public information was the subject of a lunch address by Wayne Kelley, Assistant Public Printer and Superintendent of Documents, at the Spring 1992 Task Force Meeting.

- The Working Group on Access to Public Information held its first meeting at the Fall 1991 Task Force Meeting and has concentrated its attention since then on priority 8.1. Additional priorities are being formulated in light of their discussion at the Spring 1992 Task Force Meeting.

- Meetings were held on the evening of July 28 and the day of July 29, 1992 and on the evening of August 23 and the day of August 24, 1992, to guide the formulation of Coalition positions,

strategies, and tactics regarding a variety of (a) networked information policy initiatives and issues, and (b) networked public information access and delivery initiatives and issues.

8.1 The Government Printing Office Wide Information Network Online (GPO WINDO) Act (HR 2772) and GPO Gateway to Government Act (S 2813).

- Endorsed the American Library Association (ALA) statement in support of this initiative.
- As the first step in a joint project with ALA a *Call for Statements of Interest and Experience* was issued to identify individuals, institutions, and organizations able and willing to contribute to this project, and initial responses are under review. A press release regarding this effort was issued by ALA.
- On March 4, 1992 Coalition and ALA representatives met, separately, with representatives of the Joint Committee on Printing of the US Congress and the Government Printing Office to discuss the joint Coalition / ALA project and related initiatives, interests, and concerns.
- This priority and project were the major topics of discussion at the meeting of the Working Group on Access to Public Information at the Spring 1992 Task Force Meeting and were reported on during the closing plenary session of that Meeting.
- Representatives of the Coalition and the American Library Association met with attendees at the 1992 Federal Depository Conference on April 9, 1992 to discuss the project and to gain the support and insight of the depository library community.
- The Chair of the Coalition Steering Committee presented testimony on the GPO WINDO / Gateway initiative at a joint meeting of the Senate Committee on Rules and Administration and the House Committee on Administration on July 23, 1992.
- The next step is to retain a consultant to assist with the development of models and cost/benefit analyses for this project. A preliminary version of a summary system model and summary component model was included as part of the Congressional testimony that was presented on July 23, 1992. The consultant's role will be to flesh out these preliminary models and to develop a set of three, more or less, concrete "usage scenarios" by drawing upon the experience of Coalition member institutions and organization with technologies, systems, and services similar to those likely to be used and offered by the GPO WINDO / Gateway initiative.

8.2 US Census Data.

- A strategy for addressing this priority is being formulated in light of its discussion at the Spring 1992 Task Force Meeting.

8.3 Revision of OMB Circular No. A-130 "Management of Federal Information Resources."

- This priority was the major agenda item at the meetings on network and networked information policy issues and initiatives that the Coalition held on the evening of July 28 and the day of July 29, 1992 and on the evening of August 23 and the day of August 24, 1992.
- The Coalition filed a series of comments and recommendation on Circular OMB No. A-130 on August 17, 1992, the deadline for such filings.

SUMMARY LIST OF ACTIVE ENDORSED PROJECTS

1. **College Library Access and Storage System (CLASS) Project**

   Commission for Preservation and Access, Cornell University Library, Cornell Information Technologies, and Xerox Corporation

2. **Knowledge Management: Refining Roles in Scholarly and Scientific Communication**

   Laboratory for Applied Research in Academic Information, Welch Medical Library, The Johns Hopkins University

3. **New Pathways to a Degree: Annenberg/CPB Project**

   University of Maine at Augusta on behalf of the Community College of Maine, the Oregon State System of Higher Education, West Virginia University, College of St. Catherine, Indiana University - Purdue University of Indianapolis, Northern Virginia Community College, and Rochester Institute of Technology.

4. **Consortium for University Printing and Information Distribution Serving the Community of University Publishers and Information Distributors (CUPID) Project**

   Harvard University, California State University System, Cornell University, Virginia Polytechnic Institute and State University, University of Michigan, Princeton University, Pennsylvania State University, Duke University, University of California at Davis, and Xerox Corporation

5. **Scholarly Communication in the Network Environment: Principles, Policies, and Practice**

   Center for Science and International Affairs, Science, Technology and Public Policy Program, John F. Kennedy School of Government, Harvard University

6. **The National Engineering Education Coalition**

   Cal Poly San Luis Obispo, University of California at Berkeley, Cornell University, Hampton University, Iowa State University, Southern University, Stanford University, and Tuskegee University

7. **Technology, Scholarship and the Humanities: The Implications of Electronic Information**

   A conference being planned by the American Council for Learned Societies and the Getty Art History Information Program for September 30 through October 2, 1992.

8. **Impact of Technology on the Research Process: Archives in the Year 2000**

   A program being planned by the Society of American Archivists as part of its 1992 Annual Meeting schedule in Montreal from September 12 through 17, 1992.

9. **The Capture and Storage of Electronic Theses and Dissertations.**

   This project is in the process of being organized by Virginia Polytechnic Institute and State University, the Council of Graduate Schools, and University Microfilms International with the assistance of the Coalition.

10. **The Reserve Publishing Project.**

    This project is in the process of being organized by the National Association of College Stores and the ARL with the assistance of the Coalition.

11. **Project Delta: A National Strategy for Helping Faculty Use Information Technologies to Serve the Educational Goals of Colleges and Universities.**

    This project is in the process of being organized by EDUCOM with the assistance of the Coalition.

12. **Developing National Strategies for Managing Scientific and Technological Information.**

This project is in the process of being organized by ARL with the assistance of the Coalition.

13. **The BRS Search / Z39.50 Development Project**

This project is in the process of being organized by BRS Software Products / Maxwell Online with the assistance of the Coalition.

APPENDIX II

121st ARL Membership Meeting
October 20-23, 1992
Stouffer Concourse Hotel, Arlington, VA

Attendance List

Member Institution	Represented by
University of Alabama	Charles B. Osburn
University of Alberta	Ernie Ingles
University of Arizona	Carla Stoffle
Arizona State University	Sherrie Schmidt
Auburn University	William C. Highfill
Boston University	John Laucus
Boston Public Library	Arthur Curley
Brigham Young University	Sterling J. Albrecht
University of British Columbia	Ruth J. Patrick
Brown University	Merrily Taylor
University of California-Berkeley	Barclay Ogden
University of California-Davis	Marilyn J. Sharrow
University of California-Irvine	Joanne R. Euster
University of California-Los Angeles	Gloria Werner
University of California-Riverside	[not represented]
University of California-San Diego	Phyllis Mirsky
University of California-Santa Barbara	Joseph A. Boisse
Canada Institute for Scientific & Technical Information	Margot J. Montgomery
Case Western Reserve University	[not represented]
Center for Research Libraries	Donald Simpson
University of Chicago	Martin Runkle
University of Cincinnati	David Kohl
University of Colorado	James F. Williams, II
Colorado State University	Joan Chambers
Columbia University	Elaine Sloan
University of Connecticut	[not represented]
Cornell University	Alain Seznec
Dartmouth College	Margaret A. Otto
University of Delaware	Susan Brynteson
Emory University	Charles Forrest
University of Florida	Dale Canelas
Florida State University	Charles Miller
Georgetown University	Susan K. Martin
University of Georgia	William G. Potter

Member Institution	Represented by
Georgia Institute of Technology	[not represented]
Harvard University	Richard De Gennaro
University of Hawaii	John R. Haak
University of Houston	Robin Downes
Howard University	Ann K. Randall
University of Illinois-Chicago	Sharon A. Hogan
University of Illinois-Urbana	Robert Wedgeworth
Indiana University	James G. Neal
University of Iowa	Sheila D. Creth
Iowa State University	Nancy L. Eaton
Johns Hopkins University	Scott Bennett
University of Kansas	William J. Crowe
Kent State University	Don Tolliver
University of Kentucky	Paul A. Willis
Laval University	Claude Bonnelly
Library of Congress	Winston Tabb
Linda Hall Library	Louis E. Martin
Louisiana State University	Jennifer Cargill
McGill University	Eric Ormsby
McMaster University	Graham R. Hill
University of Manitoba	Carolynne Presser
University of Maryland	H. Joanne Harrar
University of Massachusetts	Richard J. Talbot
Massachusetts Institute of Technology	Jay K. Lucker
University of Miami	Frank Rodgers
University of Michigan	Donald E. Riggs
Michigan State University	Hiram L. Davis
University of Minnesota	Thomas W. Shaughnessy
University of Missouri	Martha Bowman
National Agricultural Library	Joe Howard
National Library of Canada	Marianne Scott
National Library of Medicine	Lois Ann Colaianni
University of Nebraska-Lincoln	Kent Hendrickson
Newberry Library	[not represented]
University of New Mexico	[not represented]
New York Public	Paul Fasana
New York State Library	Jerome Yavarkovsky
New York University	Carlton C. Rochell
University of North Carolina	James F. Govan
North Carolina State University	Susan K. Nutter
Northwestern University	David F. Bishop
University of Notre Dame	Robert C. Miller
Ohio State University	William J. Studer
University of Oklahoma	Sul H. Lee

Member Institution	Represented by
Oklahoma State University	Edward R. Johnson
University of Oregon	George W. Shipman
University of Pennsylvania	Paul H. Mosher
Pennsylvania State University	Nancy Cline
University of Pittsburgh	Paul Kobulnicky
Princeton University	Donald Koepp
Purdue University	Emily R. Mobley
Queen's University	Paul Wiens
Rice University	Beth Shapiro
University of Rochester	James F. Wyatt
Rutgers University	Frank Polach
University of Saskatchewan	Frank S. Winter
Smithsonian Institution	Barbara J. Smith
University of South Carolina	Arthur P. Young
University of Southern California	[not represented]
Southern Illinois University	Carolyn Snyder
Stanford University	Robert L. Street
SUNY-Albany	Meredith Butler
SUNY-Buffalo	Barbara von Wahlde
SUNY-Stony Brook	John B. Smith
Syracuse University	David H. Stam
Temple University	Fran Hopkins
University of Tennessee	Paula T. Kaufman
University of Texas	Jo Anne Hawkins
Texas A&M University	Irene B. Hoadley
University of Toronto	Carole Moore
Tulane University	Philip E. Leinbach
University of Utah	Roger K. Hanson
Vanderbilt University	Malcolm Getz
University of Virginia	Ray Frantz
Virginia Polytechnic Institute	Joanne Eustis
University of Washington	Betty G. Bengtson
Washington State University	Nancy L. Baker
Washington University	Shirley K. Baker
University of Waterloo Library	[not represented]
Wayne State University	[not represented]
University of Western Ontario	[not represented]
University of Wisconsin	Kenneth Frazier
Yale University	Millicent D. Abell
York University	Ellen Hoffmann

Speakers and Guests	Represented by
Association of American Universities	John Vaughn
American Library Association	Eileen D. Cooke
Bristol University	Geoffrey Ford
The Chronicle of Higher Education	Thomas J. DeLoughry
Commission on Preservation & Access	Patricia Battin
University of Connecticut	Jan Merrill-Oldham
Computing Research Association	Fred W. Weingarten
Council on Library Resources	W. David Penniman
Council on Library Resources	Martin M. Cummings
Council on Library Resources	Julia C. Blixrud
Department of Energy	Robert Aiken
Duke University - CLR Intern	Heather Gordon
EDUCOM	Kenneth M. King
Georgetown Law Center	Robert Oakley
University of Georgia	L. Ray Patterson
Harvard College-CLR Intern	Judy McQueen
Library of Congress/Retired	Henriette Avram
Library of Congress	Sarah E. Thomas
Library of Congress	Kenneth E. Harris
Library of Congress	William W. Ellis
University of Massachusetts	Gordon Fretwell
Monterey Bay Aquarium	Bruce Gritton
National Commission on Libraries & Information Science	Peter R. Young
National Endowment for the Humanities	George F. Farr, Jr.
University of New Hampshire	Walter Eggers
New York Public Library	William D. Walker
NOAA	Carol Watts
University of North Carolina	Laura N. Gasaway
Occidental College Library	Jacquelyn McCoy
Online Computer Library Center	K. Wayne Smith
Research Libraries Group	James Michalko
University of Sheffield	Michael Hannon
Squire, Sanders & Dempsey	Susan Neuberger Weller
Squire, Sanders & Dempsey	Ritchie T. Thomas
SCONUL	Gillian Pentelow
SUNY-Albany	Gloria DeSole
U.S. Department of Education	Ray Fry
University College London	Fred Friend
University of Virginia	Kendon Stubbs
Virginia Polytechnic Institute	Paul Gherman

ARL 60TH ANNIVERSARY CELEBRATION
Former Directors and Staff Attending
(as of October 19, 1992)

Former Directors

Patricia Battin	Columbia University
Lewis Branscomb	Ohio State University
Richard Chapin	Michigan State University
Charles Churchwell	Washington University
Martin Cummings	National Library of Medicine
Richard Dougherty	University of Michigan
Frank Grisham	Vanderbilt University
Jim Haas	Columbia University
Edward Holley	University of Houston
Joseph Jeffs	Georgetown University
Ralph McCoy	Southern Illinois University (and Interim Executive Director, 1980-81)
Natalie Nicholson	Massachusetts Institute of Technology
Bruce Peel	University of Alberta
Vern Pings	Wayne State University
Rudy Rogers	Yale University
Roscoe Rouse	Oklahoma State University
Howard Rovelstad	University of Maryland
Russell Shank	University of California-Los Angeles
David Sparks	University of Notre Dame
Kenneth Toombs	University of South Carolina
Paul Vassallo	University of New Mexico
William Welsh	Library of Congress
Anne Woodsworth	University of Pittsburgh

Former ARL Staff

Julia Blixrud
Jeffrey Heynen
John G. Lorenz
Deanna Marcum
Maxine Sitts

APPENDIX III

THE ASSOCIATION OF RESEARCH LIBRARIES - OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS, COMMITTEES AND WORK GROUPS

SEPTEMBER 1992

ARL OFFICERS AND BOARD FOR OCT. 1991-OCT. 92

Arthur Curley, President	(Oct. 1989 - Oct. 1992)
Susan K. Nutter, Vice President & President-Elect	(Oct. 1991 - Oct. 1994)
Marilyn J. Sharrow, Past President	(Oct. 1989 - Oct. 1992)
Harold W. Billings	(Oct. 1989 - Oct. 1992)
John Black	(Oct. 1991 - Oct. 1994)
Jerry D. Campbell	(Oct. 1990 - Oct. 1993)
Joan Chambers	(Oct. 1990 - Oct. 1993)
Nancy Cline	(Oct. 1991- Oct. 1994)
Sul H. Lee	(Oct. 1991 - Oct. 1994)
Emily R. Mobley	(Oct. 1990 - Oct. 1993)

GOVERNANCE COMMITTEES

Executive Committee (1991-92)

Marilyn J. Sharrow
Arthur Curley
Susan K. Nutter

Staff: Duane Webster

Committee on Membership (ad hoc - 1992)

Shirley K. Baker
Philip Leinbach
Charles Miller
Margaret Otto, Chair

Staff: Sarah Pritchard

Committee on Nominations (1992)

To be named in June
Susan K. Nutter, ARL Vice President, Chair (1992)

Steering Committee for Coalition for Networked Information (ARL Representatives)

Susan Brynteson (1990-92)
Nancy Cline (1991-94)
Jerome Yavarkovsky (1990-93)

STANDING COMMITTEES

Standing committees oversee issues related to the ARL Strategic Program Objectives. Members are appointed by the ARL Executive Committee for three-year terms (calendar year). Appointments are renewed only in exceptional cases. Chairs are appointed for two-year terms, renewable once.

Information Policies Committee

Joseph A. Boissé (1990-92)
John Black (1992-94)
Nancy Cline (1991-93)
Hiram Davis (1992-94)
Paula T. Kaufman (1990-92)
David Kohl (1992-94)
Louis E. Martin (1990-92)
James Neal (1992-94)
Carlton C. Rochell (1991-93)
Alain Seznec (1990-92)
James F. Wyatt (1990-92)
Merrily Taylor (1989-91), Chair (1991-92)

Staff: Prue Adler

Access to Information Resources Committee

Shirley K. Baker (1990-92)
Susan Brynteson (1992-94)
Paul Fasana (1991-93)
Malcolm Getz (1992-94)
William G. Potter (1991-93)
Martin Runkle (1992-94)
Marianne Scott (1992-94)
Gloria Werner (1991-93)
Nancy L. Eaton (1990-92), Chair (1991-92)

Winston Tabb, Library of Congress Liaison

Staff: Jaia Barrett

Research Collections Committee

Harold W. Billings (1990-92)
Dale B. Canelas (1991-93)
H. Joanne Harrar (1991-93)
Philip E. Leinbach (1991-93)
Ruth Patrick (1992-94)
Ann Randall (1992-94)
Donald Simpson (1992-94)
Peter Spyers-Duran (1992-94)
Barbara J. Smith (1990-92)
Charles B. Osburn (1989-91), Chair (1991-92)

William Sittig, Library of Congress Liaison

Staff: Jutta Reed-Scott

Preservation of Research Library Materials Committee

Scott Bennett (1990-92)
Martha Bowman (1992-94)
Dorothy Gregor (1992-94)
Donald W. Koepp (1991-93)
Carole Moore (1991-93)
Paul Mosher (1992-94)
Robert Street (1992-94)
William J. Studer, Chair (1991-92)

Kenneth Harris, Library of Congress Liaison
Jan Merrill-Oldham, (Consultant - 1992)

Staff: Jutta Reed-Scott

Management of Research Library Resources Committee

Meredith Butler (1990-92)
Nancy Baker (1992-94)
Claude Bonnelly (1992-94)
Arthur Curley (1989-92)
Kent Hendrickson (1991-92) (ex officio as chair of Statistics Advisory Ctte.)
Edward R. Johnson (1990-92)
Robert Migneault (1992-94)
Robert C. Miller (1991-93)
Catherine Quinlan (1992-94)
Donald E. Riggs (1990-92)
Elaine F. Sloan (1991-93)
Joanne R. Euster (1989-91), Chair (1991-92)

Staff: Susan Jurow
Brigid Welch

Scholarly Communication Committee

Millicent D. Abell (1992-94)
Lois Ann Colaianni (1992-94)
Sheila D. Creth (1991-93)
Charles Cullen (1991-93)
Sharon A. Hogan (1991-92)
Eric Ormsby (1991-92)
Beth Shapiro (1991-92)
James F. Williams (1992-94)
Barbara von Wahlde (1992-94)
Arthur P. Young (1991-93)
Paul Gherman, Chair (1991-92)

Staff: Ann Okerson

ADVISORY COMMITTEES AND TASK FORCES

These "action groups" work on specific projects and programs of the Association. They are permanent or temporary as appropriate.

Advisory Committee on the ARL Statistics Program

William J. Crowe (1991-93)
Roger K. Hanson (1990-92)
Graham R. Hill (1992-94)
Irene B. Hoadley (1990-92)
Ernie Ingles (1991-93)
Peter Lyman (1992-94)
Susan K. Martin (1992-94)
Margaret A. Otto (1990-92)
Kent Hendrickson (1989-91), Chair (1991-92)

Gordon Fretwell, University of Mass. (Consultant - 1992)
Kendon L. Stubbs, Univ. of Virginia (Consultant - 1992)

Staff: Sarah Pritchard

Advisory Committee on the Office of Management Services

Sul H. Lee (1991-93)
Don Tolliver (1992-94)
Joanne R. Euster, Chair (1991-92)

Staff: Susan Jurow

Project on Cultural Diversity in Research Libraries (H.W. Wilson)

Hiram L. Davis
Joanne R. Euster (ex officio as chair of Management Committee)
Emily R. Mobley
Eric Ormsby
Norman D. Stevens

Staff: Kriza Jennings and Susan Jurow

ARL/RLG Interlibrary Loan Cost Study Project

Dale Canelas
William Crowe
Malcolm Getz
Joan Chambers, Chair

David Ferriero, (MIT Consultant)

Staff: Jutta Reed-Scott
Jaia Barrett

Task Force on Future Online Library Information Systems

Charles E. Miller
Paul H. Mosher
Merrily Taylor
Paula T. Kaufman, Chair

Staff: Jaia Barrett

Task Force on Minority Recruitment

Shirley K. Baker
Meredith Butler
Hiram Davis
Carla Stoffle
James F. Williams
Joseph A. Boissé, Chair

Staff: Susan Jurow and Kriza Jennings

Work Group on Scientific and Technical Information (1992)

Betty G. Bengtson
Susan K. Nutter
Marilyn J. Sharrow
Louis E. Martin

Staff: Jaia Barrett

Program Committee for May 1993

Jennifer Cargill
Sheila Creth
George W. Shipman
Carolyn Snyder
John R. Haak, Chair

Staff: Duane Webster
Sarah Pritchard

ARL Sixtieth Anniversary Committee

Carolyn Presser
David Stam
James Wyatt
Elaine Sloan, Chair

Staff: Duane Webster

Task Force on Foreign Acquisitions Project
[Advisory Group of AUL's reporting to the ARL Research Collections Committee]

Ross Atkinson (Cornell)
Tony Angiletta (Stanford)
Ray Boylan (CRL)
David Farrell (Calif.-Berkeley)
Anthony Ferguson (Columbia)
Gayle Garlock (Toronto)
Linda Gould (Washington)
Joe Hewitt (UNC-Chapel Hill)
Michael Keller (Yale)
Heike Kordish (NYPL)
Assunta Pisani (Harvard)
William Sittig (LC)

REPRESENTATIVES/LIAISONS

American Council of Learned Societies.....Duane Webster
Association of American Publishers.....Ann Okerson
Association of American Universities.....Duane Webster/Prue Adler
Association of American University Presses.....D. Webster/Ann Okerson
Association for Information and Image Management,
National Standards Council.....Jutta Reed-Scott/S. Pritchard
CAUSE (College and University Systems Exchange).....D. Webster
Commission on Preservation and Access Advisory Committee.....William J. Studer, Ohio State
Consortium of Social Science Associations (COSSA).....Prue Adler
EDUCOM.....D. Webster
Eighteenth-Century Short Title Catalogue.....Ray Frantz,Virginia
IFLA Voting Representative.....D. Webster
International Copyright Panel of the Advisory Committee on
International Intellectual Property.....Prue Adler
LC Network Advisory Committee.....Paul Peters/D. Webster
LC Cataloging in Publication Advisory Committee.....Collin B. Hobert, Iowa State
National Humanities Alliance.....D. Webster/Prue Adler
National Information Standards Organization
Voting Representative.....D. Webster/Jaia Barrett
National Institute of Conservators.....David Stam, Syracuse
Society of American Archivists.....Herbert Finch, Cornell
Society for Scholarly Publishing.....Ann Okerson

September 1992

APPENDIX IV

MEMBERSHIP ROSTER
with FAX and EMail Numbers

October 1992

University of Alabama Libraries
Gorgas Library
Box 870266
Tuscaloosa, Alabama 35487-0266
Charles B. Osburn
Dean
(205) 348-7561
[FAX 205-348-8833]
cosburn@UA1VM.ua.edu
cosburn@UA1VM

University of Alberta Library
502 Cameron Library
Edmonton, Alberta Canada T6G 2J8
Ernie Ingles
Chief Librarian
(403) 492-5569
[FAX 403-492-8302]
eingles@vm.ucs.ualberta.ca

University of Arizona Library
Tucson, Arizona 85721
Carla Stoffle
Dean of University Libraries
(602) 621-2101
[FAX 602-621-9733]
cstoffle@ccit.arizona.edu.

Arizona State University Library
Tempe, Arizona 85287
Sherrie Schmidt
Dean of University Libraries
(602) 965-3956
[FAX 602-965-9169]
idsxs@asuvm.inre.asu.edu
idsxs@asuacad

Auburn University Library
Auburn AL 36849-5606
William C. Highfill
University Librarian
(205) 844-1714
[FAX 205-844-1753]
highfwc@auducadm.duc.auburn.edu

Boston University Library
Boston, Massachusetts 02215
John Laucus
Director
(617) 353-3710
[FAX 617-353-2084]
jlaucus@bu-pub.bu.edu

Boston Public Library
Copley Square
Boston, Massachusetts 02117
Arthur Curley
Librarian
(617) 536-5400
[FAX 617-236-4306]
acurley@BPL.ORG

Brigham Young University Library
324 Lee Library
Provo, Utah 84602
Sterling J. Albrecht
University Librarian
(801) 378-2905
[FAX 801-378-6347]
libsja@lib.byu.edu
libsja@byuvm.bitnet

University of British Columbia Library
1956 Main Mall
Vancouver, B.C. Canada V6T 1Y3
Ruth J. Patrick
University Librarian
(604) 822-2298
[FAX 604-822-3893]
ruth_patrick@library.ubc.ca

Brown University Library
15 Prospect Street
Providence, Rhode Island 02912
Merrily Taylor
University Librarian
(401) 863-2162
[FAX 401-863-1272]
blips9@brownvm.brown.edu
blips9@brownvm

University of California-Berkeley
Main Library - Room 245
Berkeley, California 94720
Dorothy Gregor
University Librarian
(510) 642-3773
[FAX 510-643-7891]
dgregor@library.berkeley.edu

University of California-Davis
Shields Library - Room 108
Davis, California 95616-5292
Marilyn J. Sharrow
University Librarian
(916) 752-2110
[FAX 916-752-6899]
mjsharrow@ucdavis.edu
mjsharrow@ucdavis.bitnet

University of California-Irvine
The University Library
P.O. Box 19557
Irvine, California 92713
Joanne R. Euster
University Librarian
(714) 856-5212
[FAX 714-725-2472]
jreuster@uci.edu

University of California-Los Angeles
University Library
405 Hilgard Avenue
Los Angeles, California 90024-1575
Gloria Werner
University Librarian
(310) 825-1201
[FAX 310-206-4109]
ecz5gw1@mvs.oac.ucla.edu

University of California-Riverside
University Library
P.O. Box 5900
Riverside, California 92517
James C. Thompson
University Librarian
(714) 787-3221
[FAX 714-787-3285]
thompson@ucrac1.ucr.edu
thompson@ucrvms.bitnet

University of California-San Diego
Central Library, 0175G
9500 Gilman Drive
La Jolla, California 92093-0175
Gerald R. Lowell
University Librarian
(619) 534-3060
[FAX 619-534-4970]
pmirsky@ucsd.edu

University of California-Santa Barbara
The University Library
Santa Barbara, California 93106
Joseph A. Boissé
Librarian
(805) 893-3256
[FAX 805-893-4676]
LBØ5Bois@ucsbuxa.ucsb.edu
LBØ5Bois@ucsbuxa

Canada Institute for Scientific & Technical Information
National Research Council of Canada
Ottawa, Ontario Canada K1A 0S2
Margot J. Montgomery
Director-general
(613) 993-2341
[FAX 613-952-9112]
mmontgom@cisti.lan.nrc.ca
ENVOY: Montgomery.m

Case Western Reserve University Libraries
Frei Berger Library
11161 East Blvd.
Cleveland, Ohio 44106
D. Kaye Gapen
Director
(216) 368-2990
[FAX 216-368-4272]
dkg3@po.cwru.edu
dkg3%po.cwru.edu@cunyvm

Center for Research Libraries
6050 South Kenwood Avenue
Chicago, Illinois 60637
Donald B. Simpson
President
1-800 621-6044 or (312) 955-4545
[FAX 312-955-4339/0862]
simpson@uhuru.uchicago.edu

University of Chicago Library
Room 180
1100 East 57th Street
Chicago, Illinois 60637-1502
Martin Runkle
Director
(312) 702-8744
[FAX 312-702-6623]
maru@midway.uchicago.edu
uclmaru@uchimvs1

University of Cincinnati Libraries
Langsam Library
Cincinnati, Ohio 45221-0033
David Kohl
Dean and University Librarian
(513) 556-1515
[FAX 513-556-2161]
David.Kohl@UC.EDU
KOHL@UCBEH.bitnet

University of Colorado Libraries
Norlin Library M450
Campus Box 184
Boulder, Colorado 80309-0184
James F. Williams II
Dean
(303) 492-7511
[FAX 303-492-8775]
williams_j@cubldr.colorado.edu

Colorado State University Library
William E. Morgan Library
Fort Collins, Colorado 80523
Joan Chambers
Director
(303) 491-1833
[FAX 303-491-1195]
jchambers@vines.colostate.edu

Columbia University Libraries
Butler Library - Room 316
New York, New York 10027
Elaine F. Sloan
Vice President for Information Services & Univ. Librarian
(212) 854-2247
[FAX 212-222-0331]
sloan@cunixf.cc.columbia.edu

University of Connecticut Library
Storrs, Connecticut 06268
Norman D. Stevens
Director
(203) 486-2219
[FAX 203-486-0584]
hbladm3@uconnvm.uconn.edu
hbladm3@uconnvm.bitnet

Cornell University Libraries
Ithaca, New York 14850
Alain Seznec
University Librarian
(607) 255-3689
[FAX 607-255-9091]
bm.axs@rlg.stanford.edu
bm.axs@rlg

Dartmouth College Libraries
Hanover, New Hampshire 03755
Margaret A. Otto
Librarian
(603) 646-2235
[FAX 603-646-3702]
margaret.a.otto@dartmouth.edu

University of Delaware Library
Newark, Delaware 19717-5267
Susan Brynteson
Director
(302) 831-2231
[FAX 302-831-1046]
susan.brynteson@mvs.udel.edu

Duke University Libraries
220 Perkins Library
P.O. Box 90193
Durham, North Carolina 27708
Jerry D. Campbell
University Librarian
(919) 660-5800
[FAX 919-684-2855]
JDC@MAIL.LIB.DUKE.EDU

Emory University
Robert W. Woodruff Library
540 Asbury Circle
Atlanta, Georgia 30322
Joan I. Gotwals
Vice Provost and Director of Libraries
(404) 727-6861
[FAX 404-727-0053]
libjig@emuvm1.bitnet

University of Florida Libraries
204 Library West
Gainesville, Florida 32611-2048
Dale B. Canelas
Director of University Libraries
(904) 392-0342
[FAX 904-392-7251]
dbcufla@nervm.nerdc.ufl.edu
dbcufla@nervm

Florida State University Library
Strozier Library – Room 105
Tallahassee, Florida 32306
Charles E. Miller
Director
(904) 644-5211
[FAX 904-644-5016]
cmiller%fsu.bitnet@vtvm2.cc.vt.edu
cmiller@fsu.bitnet

Georgetown University Library
Washington, D.C. 20057
Susan K. Martin
Director
(202) 687-7425
[FAX 202-687-7501]
skmartin@guvax.georgetown.edu
skmartin@guvax

University of Georgia Libraries
Athens, Georgia 30602
William G. Potter
Director
(706) 542-0621
[FAX 706-542-4144]
wpotter@uga.cc.uga.edu
wpotter@uga.bitnet

Georgia Institute of Technology
Price Gilbert Memorial Library
Atlanta, Georgia 30332
Miriam Drake
Director
(404) 894-4510
[FAX 404-894-6084]
mdrake@gtri01.edu
mdrake@gtri01.bitnet

University of Guelph Library
Guelph, Ontario Canada N1G 2W1
John Black
Chief Librarian
(519) 824-4120
[FAX 519-824-6931]
jbb@cosy.uoguelph.ca
libjohn@vm.uoguelph.ca

Harvard University Library
Wadsworth House
Cambridge, Massachusetts 02138
Sidney Verba
Director
(617) 495-3650
[FAX 617-495-0370]
verba@husc3.harvard.edu

University of Hawaii Library
2550 The Mall
Honolulu, Hawaii 96822
John R. Haak
Director
(808) 956-7205
[FAX 808-956-5968]
haak@uhunix.uhcc.Hawaii.Edu
haak@uhunix.bitnet

University of Houston Libraries
Houston, Texas 77204-2091
Robin Downes
Director of Libraries
(713) 743-9795
[FAX 713-743-9748]
lib1h@uhupvm1.uh.edu.
lib1h@uhupvm1

Howard University Libraries
500 Howard Place at 6th Street N.W.
Washington, D.C. 20059
Ann K. Randall
Director
(202) 806-7234
[FAX 202-806-5903]

University of Illinois at Chicago
The University Library (m/c 234)
Box 8198
Chicago, Illinois 60680
Sharon A. Hogan
University Librarian
(312) 996-2716
[FAX 312-413-0424]
U47536@uicvm.uic.edu
U47536@UICVM

University of Illinois Library at Urbana
1408 West Gregory Drive
Urbana, Illinois 61801
Carl Deal
Acting University Librarian
(217) 333-0790
[FAX 217-244-0398]
deal@vmd.cso.uiuc.edu

Indiana University Libraries
Bloomington, Indiana 47405
James G. Neal
Dean of University Libraries
(812) 855-3404
[FAX 812-855-2576]
jneal@ucs.Indiana.edu
jneal@iubacs.bitnet

University of Iowa Libraries
Iowa City, Iowa 52242
Sheila D. Creth
University Librarian
(319) 335-5868
[FAX 319-335-5830]
CADSDCTS@UIAMVS
sheila-creth@uiowa.edu

Iowa State University Library
Ames, Iowa 50011
Nancy L. Eaton
Dean of Library Services
(515) 294-1442
[FAX 515-294-2112]
jl.nle@isumvs.iastate.edu
jl.nle@isumvs

Johns Hopkins University Library
The Milton S. Eisenhower Library
Baltimore, Maryland 21218
Scott Bennett
Director
(410) 516-8328
[FAX 410-516-8596]
SBennett@jhuvm.hcf.jhu.edu
SBennett@jhuvm

University of Kansas Libraries
502 Watson Library
Lawrence, Kansas 66045-2800
William J. Crowe
Dean of Libraries
(913) 864-3601
[FAX 913-864-3855]
wcrowe@ukanvm.cc.ukans.edu

Kent State University Libraries
Room 300
Kent, Ohio 44242
Don Tolliver
Dean, Libraries and Media Services
(216) 672-2962
[FAX 216-672-2265]
dtollive@kentvm.kent.edu
dtollive@kentvm

University of Kentucky Libraries
King Library North - Room 127
Lexington, Kentucky 40506
Paul A. Willis
Director
(606) 257-3801
[FAX 606-257-8379]
willis@ukcc.uky.edu
willis@ukcc

Laval University Library
Cité Universitaire
Québec, (Québec) Canada G1K 7P4
Claude Bonnelly
Director
(418) 656-3451
[FAX 418-656-7897]
Bonnelly@vm.ulaval.ca
Bonnelly@LavalVM1

Library of Congress
Washington, D.C. 20540
James H. Billington
Librarian of Congress
(202) 707-5205
[FAX - W.Tabb - 202-707-6269]
Email to W. Tabb: bm.wxt@rlg.stanford.edu
bm.wxt@rlg.bitnet

Linda Hall Library
5109 Cherry Street
Kansas City, Missouri 64110
Bruce Bradlley
Acting Director
(816) 363-4600
[FAX 816-444-9362]
NDAY@VAX1.UMKC.EDU

Louisiana State University Library
Baton Rouge, Louisiana 70803-3300
Jennifer Cargill
Dean of Libraries
(504) 388-2217
[FAX 504-388-6825]
NOTJSC@lsuvm.sncc.lsu.edu

McGill University Library
3459 McTavish Street
Montreal, Quebec Canada H3A 1Y1
Eric Ormsby
Director
(514) 398-4677
[FAX 514-398-7356]
ad73@musica.mcgill.ca
ENVOY:E.ORMSBY

McMaster University Library
1280 Main Street West
Hamilton, Ontario Canada L8S 4L6
Graham R. Hill
University Librarian
(416) 525-9140 Local 4359
[FAX 416-546-0625]
hillg@mcmail.cis.mcmaster.ca
Envoy: GR.HILL

The University of Manitoba Libraries
Elizabeth Dafoe Library
Winnipeg, Manitoba Canada R3T 2N2
Carolynne Presser
Director of Libraries
(204) 474-8749
[FAX 204-261-1515]
Presser@ccm.umanitoba.ca
ENVOY: CA.Presser

University of Maryland Libraries
College Park, Maryland 20742
H. Joanne Harrar
Director of Libraries
(301) 405-9127
[FAX 301-314-9408]
hharrar@libr.umd.edu

University of Massachusetts Libraries
Amherst, Massachusetts 01003
Richard J. Talbot
Director
(413) 545-0284
[FAX 413-545-6873]
RJTALBOT@LIBRARY.UMASS.EDU

Massachusetts Institute of Technology Libraries
Cambridge, Massachusetts 02139
Jay K. Lucker
Director
(617) 253-5297
[FAX 617-253-8894]
lucker@mitvma.mit.edu

University of Miami Library
P.O. Box 248214
Coral Gables, Florida 33124
Frank Rodgers
Director
(305) 284-3551
[FAX 305-662-3828]
frodgers@umiami.IR.Miami.edu

University of Michigan Library
818 Hatcher Library
Ann Arbor, Michigan 48109-1205
Donald E. Riggs
Dean of University Library
(313) 764-9356
[FAX 313-763-5080]
donald.riggs@um.cc.umich.edu
userlm5d@umichum.bitnet

Michigan State University Library
East Lansing, Michigan 48824
Hiram L. Davis
Director
(517) 355-2341
[FAX 517-336-3532]
20676HLD@ibm.cl.msu.edu
20676HLD@msu.bitnet

University of Minnesota Libraries
499 Wilson Library
Minneapolis, Minnesota 55455
Thomas W. Shaughnessy
University Librarian
(612) 624-4520
[FAX 612-626-9353]
t-shau@vm1.spcs.umn.edu
t-shau@uminn1

University of Missouri Library
Ellis Library - Room 104
Columbia, Missouri 65201
Martha Bowman
Director
(314) 882-4701
[FAX 314-882-8044]
mabowman@mizzou1.missouri.edu

National Agricultural Library
Beltsville, Maryland 20705
Joseph H. Howard
Director
(301) 504-5248
[FAX 301-504-7042]
Jhoward@asrr.arsusda.gov

National Library of Canada
395 Wellington Street
Ottawa, Ontario Canada K1A 0N4
Marianne Scott
National Librarian
(613) 996-1623
[FAX 613-996-7941]
scott.m@envoy.nrc.ca

National Library of Medicine
Bethesda, Maryland 20894
Donald A. Lindberg
Director
(301) 496-6221
[FAX 301-496-2809]
LOISANN@LHC.NLM.NIH.GOV.

University of Nebraska-Lincoln
The University Libraries
Lincoln, Nebraska 68588-0410
Kent Hendrickson
Dean of Libraries
(402) 472-2526
[FAX 402-472-5131]
kenth@unllib.unl.edu

The University of New Mexico
Zimmerman Library
Albuquerque, New Mexico 87131
Robert Migneault
Dean of Library Services
(505)277-4241
[FAX 505-277-6019]
srollins@unmb.unm.edu
srollins@unmb.bitnet

New York Public Library
Fifth Avenue at 42nd Street
New York, New York 10018
Paul Fasana
Director of the Research Libraries
(212) 930-0708
[FAX 212-869-3567]
bm.pjf@rlg.stanford.edu
bm.pjf@rlg

New York State Library
Cultural Education Center
Empire State Plaza
Albany, New York 12230
Jerome Yavarkovsky
Director
(518) 473-1189
[FAX 518-474-5163]
jyavarko%sedofis@sed.bitnet
usergln9@rpitsmts

New York University Libraries
70 Washington Square South
New York, New York 10012
Carlton C. Rochell
Dean of Libraries
(212) 998-2444
[FAX 212-995-4070]
rochell@acfcluster.nyu.edu.
rochell@nyuacf.bitnet

The Newberry Library
60 West Walton Street
Chicago, Illinois 60610
Charles T. Cullen
President
(312) 943-9090

University of North Carolina Library
CB 3900 Davis Library
Chapel Hill, North Carolina 27599
James F. Govan
University Librarian
(919) 962-1301
[FAX 919-962-0484]
ugovan@unc.bitnet

North Carolina State University
NCSU Libraries
Box 7111
Raleigh, North Carolina 27695-7111
Susan K. Nutter
Director
(919) 515-7188
[FAX 919-515-3628]
Susan_Nutter@NCSU.edu

Northwestern University Libraries
Evanston, Illinois 60201
David F. Bishop
Librarian
(708) 491-7640
[FAX 708-491-5685]
dbishop@nwu.edu

University of Notre Dame Libraries
Notre Dame, Indiana 46556
Robert C. Miller
Director
(219) 631-7790
[FAX 219-631-6772]
Robert.C.Miller.1@nd.edu

Ohio State University Libraries
Neil Avenue Mall
Columbus, Ohio 43210
William J. Studer
Director
(614) 292-4241
[FAX 614-292-7859]
studer.2@osu.edu

University of Oklahoma Libraries
Norman, Oklahoma 73019
Sul H. Lee
Dean of University Libraries
(405) 325-2611
[FAX 405-325-7550]
UA6431@uokmvsa.backbone.uoknor.edu
bm.SHL@rlg

Oklahoma State University Library
Stillwater, Oklahoma 74078
Edward R. Johnson
Dean of Libraries
(405) 744-6321
[FAX 405-744-5183]
Librerj@mvs.ucc.okstate.edu
Librerj@osucc.

University of Oregon Library
1501 Kincaid Street
Eugene, Oregon 97403
George W. Shipman
University Librarian
(503) 346-3056
[FAX 503-346-3094]
univlib@oregon.uoregon.edu

University of Pennsylvania Libraries
Van Pelt Library
3420 Walnut Street
Philadelphia, Pennsylvania 19104
Paul H. Mosher
Vice Provost & Director of Libraries
(215) 898-7091
[FAX 215-898-0559]
mosher@pobox.upenn.edu

Pennsylvania State University Library
University Park, Pennsylvania 16802
Nancy Cline
Dean of University Libraries
(814) 865-0401
[FAX 814-865-3665]
nmc@psulias.bitnet

University of Pittsburgh Libraries
271 Hillman Library
Pittsburgh, Pennsylvania 15260
Paul Kobulnicky
Acting Director of University Libraries
(412) 648-7710
[FAX 412-648-1245]
knicky@vms.cis.pitt.edu
knicky@pittvms.bitnet

Princeton University Library
One Washington Road
Princeton, New Jersey 08540
Donald Koepp
University Librarian
(609) 258-3170
[FAX 609-258-4105]
koepp@firestone.princeton.edu
bm.dwk@rlg.bitnet

Purdue University Library
Lafayette, Indiana 47907
Emily R. Mobley
Dean of Libraries
(317) 494-2900
[FAX 317-494-0156]
Mobley@mentor.cc.purdue.edu

Queen's University
Douglas Library
Kingston, Ontario Canada K7L-5C4
Paul Wiens
Chief Librarian
(613) 545-2519
[FAX 613-545-6819]
wiensp@qucdn bitnet
wiensp@qucdn.queensu.ca

Rice University Library
Fondren Library
P.O. Box 1892
Houston, Texas 77251
Beth Shapiro
University Librarian
(713) 527-4022
[FAX 713-285-5258]
shapiro@ricevm1.rice.edu
shapiro@Ricelibr.bitnet

University of Rochester Libraries
Rush Rhees Library - Room 236
Rochester, New York 14627
James F. Wyatt
Director
(716) 275-4463
[FAX 716-473-1906]
JWYT@VM.cc.Rochester.EDU
JWYT@UORDBV.bitnet

Rutgers University Library
169 College Avenue
New Brunswick, New Jersey 08903
Frank Polach
Acting University Librarian
(908) 932-7505
[FAX 908-932-7637]
polach@zodiac.rutgers.edu
polach@zodiac

University of Saskatchewan
Saskatoon, Canada S7N 0W0
Frank S. Winter
Acting University Librarian
(306) 966-5927
[FAX 306-966-6040]
winter@sklib.usask.ca

Smithsonian Institution Libraries
Constitution Avenue at 10th St. N.W.
Washington, D.C. 20560
Barbara J. Smith
Director
(202) 357-2240
[FAX 202-786-2866]
libemØØ7@sivm.bitnet

University of South Carolina
Columbia, South Carolina 29208
Arthur P. Young
Director
Thomas Cooper Library
(803) 777-3142
[FAX 803-777-4661]
ilibs01@univscvm.csd.scarolina.edu
ilibs01@univscvm.bitnet

University of Southern California
Los Angeles, California 90089-0182
Peter Lyman
University Librarian and
Dean of the University Libraries
(213) 740-2543
[FAX 213-749-1221]
lyman@vm.usc.edu
lyman@uscvm

Southern Illinois University Library
Carbondale, Illinois 62901-6632
Carolyn Snyder
Dean of Library Affairs
(618) 453-2522
[FAX 618-453-3440]
snyderca@siucvmb.siu.edu
snyderca@siucvmb.bitnet

Stanford University Libraries
Green Library
Stanford, California 94305
Robert L. Street
Vice President for Libraries and Information Resources
(415) 723-2015
[FAX 415-725-6874]
hk.rls@forsythe.stanford.edu

State University of New York at Albany Libraries
1400 Washington Avenue
Albany, New York 12222
Meredith Butler
Director
(518) 442-3568
[FAX 518-442-3567]
mb8Ø1@uacsc1.Albany.edu
mb8Ø1@albnyvms.bitnet

State University of New York at Buffalo Libraries
432 Capen Hall
Buffalo, New York 14260
Barbara von Wahlde
Associate Vice President for University Libraries
(716) 645-2967
[FAX 716-645-3844]
unlbvw@ubvms.cc.buffalo.edu
unlbvw@ubvms

State University of New York at Stony Brook Library
Stony Brook, New York 11794
John B. Smith
Director and Dean of Libraries
(516) 632-7100
[FAX 516-632-7116]
JBSMITH@CCMAIL.SUNYSB.EDU
JBSMITH@SBCCMAIL.BITNET

Syracuse University Library
Syracuse, New York 13244-2010
David H. Stam
University Librarian
(315) 443-2573
[FAX 315-443-2060]
libdhs@suvm.acs.syr.edu
libdhs@suvm.bitnet.

Temple University
Paley Library
Philadelphia, Pennsylvania 19122
James N. Myers
Director of Libraries
(215) 204-8231
[FAX 215-787-5201]
BOOKSrUS@vm.temple.edu

University of Tennessee Libraries
Knoxville, Tennessee 37996
Paula T. Kaufman
Dean of Libraries
(615) 974-4127
[FAX 615-974-2708]
kaufman@utklib.lib.utk.edu
kaufman@utkvx.bitnet

University of Texas Libraries
Perry-Castaneda Library
P.O. Box P
Austin, Texas 78713-7330
Harold W. Billings
Director
(512) 495-4350
[FAX 512-495-4347]
lyaa051@utxvm.cc.utexas.edu
lfhwb@utxdp.bitnet

Texas A&M University Library
Sterling C. Evans Library
College Station, Texas 77843
Irene B. Hoadley
Director
(409) 845-8111
[FAX 409-845-6238]
k221ih@tamvm1.tamu.edu

University of Toronto Libraries
Toronto, Ontario Canada M5S 1A5
Carole Moore
Chief Librarian
(416) 978-2292
[FAX 416-978-7653]
Moore@library.utoronto.ca
moore@utoronto
ENVOY:CR.MOORE

Tulane University Library
New Orleans, Louisiana 70118
Philip E. Leinbach
Librarian
(504) 865-5131
[FAX 504-865-6773]
lbØ1ilf@music.tcs.tulane.edu
lbØ1ilf@tcsmusa

University of Utah Libraries
Salt Lake City, Utah 84112
Roger K. Hanson
Director
(801) 581-8558
[FAX 801-585-3464]
rhanson1@utahlib.bitnet

Vanderbilt University Library
419 21st Avenue South
Nashville, Tennessee 37203
Malcolm Getz
Associate Provost
for Information Services
(615) 322-7120
[FAX 615-343-9832]
getz@ctrvax.vanderbilt.edu.

University of Virginia
Alderman Library
Charlottesville, Virginia 22903-2498
Ray Frantz Jr.
Librarian
(804) 924-3026 or 7849
[FAX 804-924-1431]
kstubbs@virginia.edu
kls9h@poe.acc.virginia.edu

Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061
Joanne Eustis
Interim University Librarian
(703) 231-5593
[FAX 703-231-9263]
jeustis@vtvm1.cc.vt.edu
jeustis@vtvm1.bitnet

University of Washington Libraries
Allen Library, FM25
Seattle, Washington 98195
Betty G. Bengtson
Director of Univ. Libraries
(206) 543-1760
[FAX 206-685-8727]
bbengt@u.washington.edu

Washington State University Libraries
Pullman, Washington 99164-5610
Nancy L. Baker
Director of Libraries
(509-335-4557)
[FAX 509-335-6721]
bakern@wsuvm1.csc.wsu.edu

Washington University Libraries
One Brookings Drive
Campus Box 1061
St. Louis, Missouri 63130
Shirley K. Baker
Dean of University Libraries
(314) 935-5400
[FAX 314-935-4045]
baker@wulibs.wustl.edu
baker@wulibs.

University of Waterloo
Waterloo, Ontario Canada N2L 3G1
Murray C. Shepherd
University Librarian
(519) 885-1211
[FAX 519-747-4606]
liboff09@watdcs.uwaterloo.ca
ENVOY:MC.SHEPHERD

Wayne State University Libraries
134 Purdy Library
Detroit, Michigan 48202
Peter Spyers-Duran
Dean of Libraries &
Library Science Program
(313) 577-4020
[FAX 313-577-4172]
pspyers@cms.cc.wayne.edu
pspyers@waynest1

University of Western Ontario
D.B. Weldon Library
London, Ontario Canada N6A 3K7
Catherine A. Quinlan
Director of Libraries
(519) 661-3165
[FAX 519-661-3292]
cquinlan@lib.uwo.ca

University of Wisconsin Libraries
728 State Street
Madison, Wisconsin 53706
Kenneth Frazier
Director
(608) 262-2600
[FAX 608-265-2754]
Frazier@macc.wisc.edu

Yale University Libraries
P.O. Box 1603-A, Yale Station
New Haven, Connecticut 06520
Millicent D. Abell
University Librarian
(203) 432-1818
[FAX 203-432-7231]
millicent_abell@yccatsmtp.ycc.yale.edu

York University Libraries
310 Scott Library
4700 Keele Street
North York, Ontario Canada M3J 1P3
Ellen Hoffmann
University Librarian
(416) 736-5601
[FAX 416-736-5451]
hoffmann@vm2.yorku.ca
hoffmann@yorkvm2

Association of Research Libraries
1527 New Hampshire Ave., N.W.
Washington, DC 20036
Duane E. Webster
Executive Director

ARL Headquarters Communication:
Phone: 202-232-2466 FAX: 202-462-7849
INTERNET: ARLHQ@cni.org
BITNET: ARLHQ@UMDD
ARL Directors E-mail list: (authorized
recipients only)
arl-directors@cni.org

D. Webster: duane@cni.org
P. Adler: prue@cni.org
J. Barrett: jaia@cni.org
N. Daval: nicky@cni.org
A. Okerson: okerson@cni.org
J. Reed-Scott: bb.jrs@rlg.bitnet
(Tel.: 617-736-4734)

CNI: 202-232-2466
P.E. Peters: paul@cni.org
J. Lippincott: joan@cni.org
C. Summerhill: craig@cni.org

OMS: 202-232-8656

S. Jurow: susan@cni.org
B. Welch: brigid@cni.org
K. Jennings: kriza@vms.cis.pitt.edu;
kriza@pittvms
(Tel.: 412-621-1726)
M. Sullivan: msulliv@yalevm
(Tel.: 203-776-3808)

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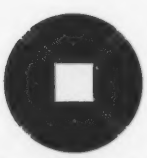

Association of Research Libraries
21 Dupont Circle
Washington, D.C. 20036
(202) 296-2296